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ABSTRACT

Special reports on educational developments, are presented. The first of three examines educational reform in Japan and education in Western Australia. Part 2 reviews eight recent publications and studies. The topics are: the core curriculum in selected countries of the Asia and Pacific region; schooling as a preparation for work in Australia and in the Republic of Korea; higher education and employment in Bangladesh; educational participation in rural Nepal; the transition from home or pre-school to school; standards in community schools, New Ireland case study; higher education in Thailand; and a case study on the management of local support to education in Thailand. Part 3 examines brief reports on programs and projects, including adult education in India, textbook distribution in Nepal, an apprenticeship in Sri Lanka, "Live and Learn," notes on Asian documents, sources and addresses for Asia and Pacific sources and addresses for documents cited in this publication, and a supplemental list of publications, 1985-86. (RSL)

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EDUCATION IN ASIA AND THE PACIFIC

Reviews, Reports and Notes

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CONTENTS

Special reports – Japan; Western Australia

Core curriculum in Asia and the Pacific

Schooling as a preparation for work – Australia; Republic of Korea

Higher education and employment – Bangladesh

Determinants of educational participation – Nepal

To school at five – New Zealand

Factors affecting standards in community schools – Papua New Guinea

Higher education – Thailand

Management of local support to education – Thailand

Brief reports on programmes and projects – India; Nepal; Sri Lanka; Live and learn

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This publication contains special reports on educational developments, together with reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia and the Pacific. We invite officials of Member States in the region, members of international organizations and all interested readers to send recent publications for possible review or mention in future issues, as well as special reports on new education policies or major programmes.

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The cover design for this issue is a replica of a stone sculpture from Afghanistan, more than 850 years old.

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Special Reports

JAPAN – EDUCATIONAL REFORM

Japan. Conference on Culture and Education. ***Report, 22 March 1984***. Tokyo, Planning Division, Ministry of Education, Science and Culture, 1984. 14 p. (Provisional translation).

The Conference on Culture and Education was set up on 14 June 1983 by Prime Minister Yasuhiro Nakasone to serve as his informal advisory body. The Prime Minister asked the Conference to give him advice on the following question: "In order that the Japanese nation can build up a society full, solid and more flexible not only in material aspects but also in cultural aspects, what efforts should be made to create and develop an excellent culture, without losing sight of the various cultural accumulations and traditions that the Japanese people have so far achieved? More particularly, what should we do to improve education in the future that has vital bearing on cultural development?"

The Conference consisted of seven members: one top businessman (acting as the Chairman), one former Vice-Minister of Education, two academics, one novelist, one critic and one from mass communication circle. The Conference met 11 times, including one meeting with the Prime Minister for the exchange of preliminary views. Taking into consideration various opinions sent in by the people at large from all over the country, the Conference completed its report and submitted it to the Prime Minister on 22 March 1984.

General review

Since the Meiji Period, Japan has pursued a policy of modernization, largely aimed at catching up with and outstripping the Western advanced nations. This overriding purpose has now been all but accomplished, creating a mature material civilization as we see today. In the meantime, however, we must admit with regret that we have

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This report has been received through the courtesy of the Section of Educational Co-operation in Asia, National Institute for Educational Research of Japan and the Ministry of Education, Science and Culture.

tended to neglect several of those things which we should not forget or lose as human beings.

Moreover, many uncertain problems lie in our future. A number of new situations are in store for us – for instance, a highly information-oriented society based on the progress of science and technology, neglect of humanity due to the aging of society and the complicated diversification of the social structure, and an international community that will require mutual understanding and dependence all the more acutely. These new situations will involve a variety of problems.

On the other hand, what is called for most strongly in all strata of the nation is to foster human beings with a rich heart. This represents a qualitative demand. It also may be interpreted as a realization that despite the material maturity based on rationalism, character building of people still leaves much to be desired. Today, moreover, there is a strong desire to attach equal importance to both the individual and the group. These are the trends we noticed in the opinions received from the general public.

Today in the field of education, which ought to foster humanity, schools graduated from and academic backgrounds are given overly greater importance than the ability and competence of individuals, due to the prevalence of uniformism in society and the prevalence of education aimed mainly at entrance examinations. As a result, Japan's education as a whole is enveloped in an oppressive atmosphere.

Our history teaches us that regarding human beings and society, there are always 'immutable' things transcending the times as well as 'changeable' things. Education should aim at new and most essential things for the sake of the future without being wedded to the established ideas. At the same time, however, since it is human beings that build a society, a cardinal purpose of education should be to maintain, enhance and nurture the immutable values that naturally ought to be possessed by human beings.

We must foster the foundation of Japanese culture so as to inherit excellent culture and develop it further in a creative fashion. And, at the same time, we must develop education supported by culture in a free and dynamic manner. As for the individual, Japan's education should be fundamentally reviewed and drastically reformed so as to foster persons capable of coping with the future flexibly and independently.

The reform of education for the future should be planned and carried out on the basis of the above points if we wish for the enrichment of our country's culture and society.

With such a basic realization as noted in the above, we have compiled our views as follows by giving the spotlight especially to the desirable pattern of education for the future – the necessity of educational reform and problems involved – without being bound by the Fundamental Law of Education, nor by any specific opinions on education. It is our hope that these opinions will be properly implemented in various sectors of society including administration.

Current state of education

During the 35 years since the end of the war, education in Japan has made remarkable strides. On the other hand, criticisms and reform plans have been submitted from time to time from various standpoints. The direct cause for renewed, keen attention to education in recent years was the unexpected serious phenomena of juvenile delinquency, violence and 'dropping out'. It was pointed out successively that these phenomena are by no means problems of a passing nature, and the root cause of such phenomena has come to be gradually recognized among the public.

The foundation of the phenomena is complicated and it is considerably difficult to grasp the cause-and-effect relationship accurately. However, the following interpretation is possible on the whole:

Firstly, there are harmful effects of an educational set-up entirely biased to entrance examinations. Competition for entry into some famous universities, which are considered to assure favourable employment opportunities, has strongly influenced the entire school education from upper secondary schools down, resulting in the establishment of a set-up of excessive preparations for entrance examinations, which has forcibly involved even those people who are against it.

Secondly, there is the evil impact of uniform education. The extension of the compulsory education period and the diffusion of upper secondary education, coupled with a keen consciousness of living an average life and desire for equality, have led to the spread of uniform education of a cramming type, which pays no heed to the ability and individuality of children.

Thirdly, there is the problem of social trends. The basic concept that freedom and rights are naturally accompanied by responsibility and duty – the most basic idea in a democratic society – has been forgotten in both education and society in general.

A strong desire for education in the general public is a valuable asset and character. But it has generated a biased view of schools and academic background, which in turn has spread a peculiar educational mood, which tightly binds people, through society as a whole.

Amid the diversification of values and the material richness, social environments which adversly affect the growth of children are also pointed out, such as the prevalence of excessive egoism, weakening of the adults' confidence, naked commercialism and excessive supply of provocative information.

Fourthly, there is the problem of discipline and home education for infants, which has tended to be rather neglected heretofore. At a time when most families are exposed to the above-mentioned educational and social trends, an excessive 'let alone' policy and excessive protection are witnessed on the plausible grounds of free education and diversified sense of values. This trends to result in the neglect of discipline for infants, which need to acquire the basics of self-control as human beings. Families which should form the basis of character building are showing a tendency toward 'nuclear family', while fathers have lost their authority at their homes. As a result, children cannot fully acquire basic customs of daily life. The educational role of the home is thus neglected. This is a problem that must be tackled before we discuss school education.

Some of the children who grow in the above-mentioned four situations cannot grasp their own selves clearly and become increasingly dissatisfied and uneasy. This leads to their apathy, 'dropping out' and even delinquency and violence. These children are showing growing distrust of their parents and teachers, and adults in general.

Fundamental causes of educational problems

The following fundamental causes may be pointed out regarding such unfortunate circumstances that many people deplore:

Firstly, there is a delay in coping with distortions caused in the process of the rapid development of school education. Especially since 1955, the proportion of lower secondary school children

entering upper secondary schools has been increasing at much the same fast pace as that of the gross national product (GNP). The 'high growth' of the national economy caused various distortions. For instance, regarding the problem of environmental pollution and protection, various measures for restriction and improvement have been taken with fair effectiveness, thanks to the mounting public opinion on the matter and the efforts of the quarters concerned. By contrast, reactions to distortions in the educational field have been rather slow. What is the reason?

The ratios of children going to higher education have rapidly increased and the scale of education system has been fast expanded and improved because of the nation's confidence in the achievements of educational modernization since the Meiji Period, and their strong dedication to the post-war ideas of educational democratization and equal educational opportunities as well as the people's keen desire for education. In the meantime, however, the people concerned have tended to fail to regard children as human beings and carefully promote their spiritual growth, because of preoccupation with the improvement of conditions for education. This has been pointed out, accompanied by warning. But responses and reactions to this have been slow, partly owing to the tendency of the education system as it is, which seeks continuity and stability.

Secondly, the underlying ideas of education have lost their substance. The equalization of opportunities of education represents an excellent guiding principle of modern education, and Japan has elevated the educational level of the nation as a whole under this principle. This has few parallels in the world. Nevertheless, with the spread of education, the people's consciousness of "living an average life" and a desire for equality have caused this principle to undergo a qualitative change and to come to mean a uniform and equalized education. To put it in another way, there has been a growing tendency to regard the essential purpose of education – that is, giving full play to the strong points of individual children according to their diverse ability, individuality and aptitude – as a sort of discrimination and thus to hesitate to practice such education. Moreover, another principle of modern education – that is, fair competition and objective assessment based on actual results – has deteriorated into mere techniques of measuring the amount of knowledge by uniform standards and yardsticks, and also into the prevalence of tests and

entrance examination system that avoid an appropriate assessment of children's individuality and diverse abilities.

We have no mind to make a deliberate attempt to expose shortcomings only. There are many sound homes and excellent education is conducted in not a few places. And a strong desire for education among the general public can also be regarded highly. Nonetheless, there is no gainsaying that the above-mentioned factors are causing unfortunate phenomena. Japan's education is enveloped in a gloomy atmosphere on the whole and is now losing lively vigor.

Basic viewpoint of educational reform

As noted above, when we diagnose the present-day ills of education, which may well be called structural, look back on the history of education in the past 110 years since the Meiji Restoration and in the past 35 years since the end of the war, and consider the perspective of education in the years ahead, we have a keen feeling that it is high time to reform Japan's education. There are various ways of thinking about educational reform. But on the basis of the analysis of the current situation, we have focused on the following basic viewpoint of reform:

1. In any race, nation and society, education makes it a mission to transmit the culture built by ancestors to the next generation and to bring up the young generation for the future. Nevertheless, the present education in Japan, which made a renewed start after their defeat in the war and under the occupation of foreign forces, was constructed, amid poverty, through the efforts of the entire nation, who placed hopes and expectations on the construction of a new free and democratic state and society through severance of connections with the past and a showdown with the past. As a result, it has achieved such prosperity as we see today. At the same time, however, we can notice signs of ills in this prosperity as pointed out already.

   History has taught us that there are both immutable and changeable things in any stage of history. We must go back to the essential mission of education and aim at fostering persons capable of coping flexibly and independently with the future society, which is expected to undergo a drastic

transformation, while striving for the selective inheritance of Japanese culture and its creative development. It is thus necessary to assume a basic stance of carefully restructuring the education system in a long-term perspective.

2. As to the moral character and life customs that are necessary for individuals as social beings to live a smooth social life with others, it is essential to have them equipped with these in the process of human character building from infancy. In this context, some members pointed out the necessity of cultivating a consciousness of the position of human beings, such as the relationship between human beings themselves, between human beings and nature, science, environment, the world etc., in addition to the establishment of one's self.
3. It is imperative to rectify the evils of education that puts excessive emphasis on knowledge and thus has deteriorated into the mere cramming system of established knowledge and to promote intellectual education designed to have children learn the basics of knowledge, nurture their ability to discover and settle problems and enhance their creativity. Moreover, they should be led to possess the vigor for study, learn the pleasure of study, and acquire the attitude and methods of self-study.
4. With the advent of an aging society, it is necessary to promote the health and physical strength that will constitute the basis of human activities through lifetime. Moreover, some members noted the need to have children experience a spiritual uplift through physical activity.
5. There is a complaint about spiritual poorness amid material affluence. In order to foster rich humanity and cultural sense, efforts should hereafter be made to nurture sensitivity further through art, etc. as well as intelligence.
6. Education is not limited to school education nor to the childhood and youth period. The significance, role and limits of school education should be reconfirmed in the context of lifelong learning starting from the time of birth, and the educational roles of the home, society and work places should be livened up. At the same time, it is necessary to

aim at a learning society capable of creating social institutions and practices that will enable and promote lifelong learning.

Direction of educational reform and main problems involved

We must establish the concept of lifelong education and learning starting at the age of zero and a system that will ensure timely education for each development stage of the human mind and body. To these ends, emphasis should be placed on the following several points:

Early childhood education from age zero. As to the education from age zero, special emphasis should be placed on discipline as the foundation of the self-control of human beings, fostering of voluntary life habits and enrichment of sensitivity through affection and trust. Parents should be induced to have a clear-cut consciousness regarding these matters, and the educational role of the home should be enlivened. In this connection, co-operation and solidarity in the regional community in the neighbourhood are strongly called for amid a tendency toward 'nuclear family' and reduction of the number of children.

Some members noted that research on human development from the prenatal stage, which has just started, should be promoted in an effort to make active use of its results steadily in educational activities, especially education of parents.

Moreover, in view of the growing need of institutional nursing and collective education of pre-school children, due to the increase of single children families and working mothers, the need was pointed out to ensure co-ordination between the functions of kindergartens and those of day nurseries regarding facilities for education of pre-school children.

Compulsory education (elementary and lower secondary schools). Compulsory education has become uniform, owing to the concept of fundamental education for all since the Meiji Period and also a sense of equality since the end of the war. However, at a time when almost all graduates of lower secondary schools enter upper secondary schools, the idea of completing education through compulsory education has already become meaningless. In view of such a situation, some members pointed out the necessity of re-examining the significance and contents of compulsory education.

As to compulsory education, intellectual, moral and physical education should be conducted thoroughly from the basics, while efforts should be made for the careful selection of educational contents and the improvement of methods of guidance.

Subjects for lower grades of elementary schools should be reorganized, emphasis being placed on improving the contents and guidance methods especially in Japanese language and mathematics.

In order to prevent 'dropping out', guidance should be provided by finding children's first stumbling blocks and enabling them to overcome them so that children can acquire the strength for recovering from and overcoming such obstacles.

Moreover, up to the middle of the elementary school life, children should be led to be able to do their own affairs on their own. In the remaining period, they should be guided so that they can voluntarily do various things for others.

In addition to the education on subjects, efforts should be made to enrich children's lives in general at their schools. At the same time, they should be encouraged to take positive parts in youth group activities, social service activities, etc. outside schools, in order to promote their study through experience in solidarity, labour, service, etc. Such activities should be assessed positively and properly.

Secondary education (lower and upper secondary schools). Secondary education covers the period of teenagers when the foundation of the individual is formed, the growth period when one's ability, interest and aptitude become gradually diversified, and it also covers the important period for nurturing the will to study voluntarily throughout his life. The schooling system during this period is divided into three years at lower secondary school and another three years at upper secondary school, and between the two sectors, there is an entrance examination to select those going up to upper secondary school. This is the very point of criticism today. The lower secondary school is part of compulsory education and is regarded in a sense as an extension of elementary school. At the same time, it is the lower stage of secondary education. The secondary education, especially lower secondary school, is placed in the most difficult position in the entire school system.

As already noted, the need is recognized both theoretically and practically to diversify and make flexible education during this

period in conformity with the diversity of children in the period. However, such reform has not so far been realized, hindered by a general tendency to aim at famous universities, groundless criticism on discriminatory education, and the demands for equality and uniformity coming from the people's desire to lead an average life. If the need had been confirmed and steps taken to meet the need, the system of using deviation values as the sole standard in the entrance examinations for upper secondary school must naturally have been revised. Opinions may be divided over various points mentioned by various quarters, such as the diversification of the standards and methods of entrance examinations, a higher degree of continuity in lower and upper secondary education, and diversification and great flexibility of secondary education, and there may also be various conditions obstructing the implementation of those points. But it is necessary to take measures, including a review of the school system.

As to the contents of elementary and secondary education, several members pointed out the need to conduct a thorough examination on those of Japanese language, mathematics including geometry, and foreign languages, with the co-operation of a broad range of knowledgeable persons concerned without being bound by the existing categories of subjects and subject specialists.

Higher education (universities, junior colleges, technical colleges and special training schools). Japan's higher education has become markedly universalized and institutionally diversified compared with other countries. Many things need to be pointed out regarding improvement of higher education, but the following must be particularly stressed:

Firstly, study should be made to establish a system of mutual recognition of credits between diversified institutions of higher education. These institutions have respective purposes. At the same time, however, it is necessary to develop them as an integrated system of higher education by promoting their inter-relations as mutually opened institutions.

Secondly, universities should give strict education to students rather than carry out strict entrance examinations so that students eligible for graduation will be rigidly selected. Foreign teachers and students in Japan have pointed out that Japan's university education is lacking in severity.

Thirdly, it has long been pointed out that Japan's university education is marked by an ambiguous character of general education and incompleteness of specialized education. The idea of general education at universities should be restructured in the light of the new needs of the times, and the existing distinction between general and specialized education, as pointed out so far, should be abolished with a view to recompiling the educational contents of universities integrating these two types of education in keeping with the aims and purposes of the respective universities and faculties.

Fourthly, the double system of regulation by both the credit system and the school-year system should be modified. Flexibility should be ensured on the basis of the number of credits by fixing the standard period for university study at four years, in view of the need to give consideration to qualified students wishing to advance to graduate school as well as of the need of an international adjustment of academic calendar, as instanced by the already practiced acceptance of students returning from abroad from the autumn semester.

Lastly and in view of the above-mentioned points, delay in proper measures for higher education, especially universities and graduate schools, must be pointed out. In the light of the need to elevate the standard of academic research, foster researchers and bring up persons qualified to assume highly professional jobs or play active international roles, urgent efforts should be exerted for qualitative improvement of universities and graduate schools, while giving consideration to the high ratio of private institutions.

Assessment of persons. Particular efforts are needed to re-examine the thinking and practices of the general public, society, enterprises, government, etc. regarding the assessment of persons, such as evaluation of their individuality, ability, aptitude, etc. Deep-rooted trends and practices concerning human assessment at the time of employment and school admission currently constitute the biggest impediment to the reform of the educational system primarily aimed at preparations for entrance examinations.

In particular, when we consider that university entrance examinations are having a serious impact on school education from upper secondary schools down, individual universities are strongly called upon to establish their own original characteristics and to devise

methods of selecting students suitable for themselves. The system of measuring the volume of knowledge by a single yardstick may surely be convenient and efficient in entrance examinations which have to screen a large number of applicants within a short time. However, the results and impact of this system have already been thoroughly pointed out. It is self-evident that multilateral assessment standards and formulas are necessary to evaluate the diverse abilities and aptitudes of human beings. The present entrance examination system, which is now being questioned, cannot be improved without a tremendous amount of determination and effort on the part of the quarters concerned. Today it is being strongly called for.

The system of advancing to higher schools and education, step by step, is considered reasonable according to the theory of the system of school and education. From now on, however, there will be a growing tendency for job holders and full-fledged members of society, desirous of study, to return to education again in their later lives. And, accordingly, it is necessary to increase flexibilities in the qualifications of applicants and the screening methods.

In this context, as to qualification tests for jobs, etc. and examinations for licenses, it is necessary to open the way for all people finishing compulsory education to take such examinations freely, irrespective of their levels of schooling after finishing compulsory education, although a certain academic training or a certain age may be needed, depending on the types of profession.

Teachers. We cannot discuss the education problems without referring to the mental attitude and quality of teachers. Teachers are not mere workers. Among opinions received from the general public, those which ranked first in number expressed expectations for teachers to be trusted by children and dissatisfaction with the current situation.

It is necessary to improve and expand education for training would-be teachers, including practical training at a study course for in-service teachers. But to obtain qualified personnel for teaching, it is imperative not only to improve the training system and qualifications, but also to introduce an 'internship' system for a certain period before acceptance as full teachers.

It is desirable for many full-fledged members of society to be accepted into teaching in various forms. To that end, it is demanded

to improve and expand training facilities for would-be teachers. Moreover, consideration should be given to improving working conditions for enabling teachers to devote themselves to education.

Internationality. At a time when interdependence and interrelations between countries are becoming ever closer, causing global-scale problems to increase, it will become increasingly important to widen the nation's attention to both the domestic and international scenes. In education, a generous and understanding attitude toward different cultures is given importance along with consideration for other people, relations between human beings and the surroundings and the positioning of human beings in their environment, as well as understanding and respect for Japanese culture. Redoubled efforts by schools, society and the government are needed in regard to exchanges with foreign youths both in Japan and abroad, acceptance of foreign students into Japan, which still leaves much to be desired, proper evaluation of Japanese children's study and experience abroad, active use of foreign teachers, the study of foreign languages, the teaching of Japanese to foreigners, etc.

Educational system. There is the view that the reform of education naturally leads to the reform of the school system. There can possibly be a stimulative method of revising the contents and substance of education by revising the school system, especially the division of school education period into stages. Nevertheless, to reform the present ills of education which may well be called structural, national awareness and consensus are called for as a premise with respect to a number of basic causes we have already pointed out. The school system essentially seeks continuity and stability, and therefore, it certainly tends to become rigid. If we consider the future perspective from a free, open-minded point of view, it is not necessarily appropriate to undertake a uniform revision of the school system and the division into school stages at this juncture.

Nevertheless, we must no longer avoid the diversification and flexible operation of the school education system in such a way as to meet the various expectations of people and the diversified needs of society, and even the reorganization of the school system that will leave room for choice to those who want it. Such a course might be rather far more difficult than a uniform reform of the school system. But it would be a more desirable way for restructuring and securing the education system through the consensus and spontaneous efforts of the nation as a whole. 13

COMMITTEE OF INQUIRY INTO EDUCATION IN WESTERN AUSTRALIA

Education in Western Australia, report. Perth [Education Department of Western Australia] 1984. 459 p.

The report of a Working Committee of Inquiry into Education in Western Australia will be of great interest to educators and administrators aware of the need for educational systems to be kept relevant to the needs of school students, as the end of the century approaches.

Among the issues tackled is the need to prepare students for an unknown future in which the ability to use and acquire knowledge will be important. In this context, the influence of examinations intended for selection of students for tertiary education is studied. As in other countries, these examinations determine to a large extent what is taught and how it is taught, even for the many students who do not proceed to tertiary level institutions.

With the extent of knowledge required for each subject and with an increasing number of subjects being taught in schools, especially at the secondary level, the structure of the school syllabus is examined carefully. The Committee recommends a 'unit system' of education to replace the current system of a few 'core' subjects with a number of 'options'. The units are arranged in seven groups. These are Language and Communication, Social Studies, Mathematics, Science and Technology, Physical and Health Education, Vocational Education and Education for Personal Awareness and Practical and Creative Arts.

As in other recent reports from Australia, the relatively low percentage of children staying at school beyond the compulsory education period is discussed. Many of the recommendations are intended to provide an education more attractive to many young people now leaving school at the age of 16.

Preparation for the world of work is a recurring theme as in other recent Australian publications on educational development. The high rate of unemployment among young people is disturbing and there seems to be little prospect of improvement. The Committee recommends that much more should be done than in the past to make students aware of what fields of employment are available and the personal requirements for employment. For this purpose, skill training is not enough; initiative, creativity and confidence in one's abilities are also important.

Reviews of Recent Publications and Studies

CORE CURRICULUM IN SELECTED COUNTRIES OF THE ASIA AND PACIFIC REGION

Eleven leading educationalists who are involved in curriculum development from Australia, People's Republic of China, Indonesia, Japan, Malaysia, Nepal, New Zealand, Philippines, Sri Lanka, Thailand and Viet Nam prepared detailed explanatory notes on core curriculum in primary education in their respective countries. These notes focus on the interpretation of the term core curriculum; the relationship between core curriculum and national policies of economic development and social cohesion and the degree to which core is specified at national, state or local level and the content of the core curriculum. A study has been prepared, using the explanatory notes and the documents available on this subject. A brief review of the important features of this study is presented here.

In all countries except India and Australia, core curriculum is explicitly emphasized at the national level. In the case of India, national recommendations are largely adopted by the states and national core articulated and determined at that level. In Australia the states have been keen to maintain their authority over school education and considerable emphasis is given to school level decision-making with teachers and local communities exercising strong influence on the curriculum.

For most countries in the region, major problems of illiteracy, economic development and need to strengthen national identity and

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This is a review of a study prepared with the help of Dr. D. Ian Allen, Executive Director (Educational Programmes), Education Department of Victoria, Australia, and is based on contributions received from: Mr. Zhang Tian-en – People's Republic of China, Dr. Moegiadi – Indonesia, Mr. Toshio Kanaya – Japan, Ms. Asiah bte Abu Samah – Malaysia, Dr. K.N. Shrestha – Nepal, Mr. Lyall Perris – New Zealand, Dr. Minda Sutaria – Philippines, Mr. D.A. Perera – Sri Lanka, Dr. Siriporn Boonyananta – Thailand, and Prof. D. Pham Minh Hac – Socialist Republic of Viet Nam. The resource materials are available at the documentation centre of ROEAP and supplied APEID's Associated Centres on request.

social cohesion have focused attention on schooling as a major instrument of national policy. In many of the countries constitutional provisions or national policy decisions set policy directions for educational planning which are followed by Ministries, Departments of Education or Curriculum Development Centres in their planning of programmes. In the case of Sri Lanka and the Philippines, the relationships between national goals and core curriculum appear to be less strongly stated and there is a lesser emphasis on national identity and social cohesion.

There are differences between countries in the degree to which classroom teachers are expected to develop or adapt programmes. In Australia and New Zealand and to a slightly lesser extent, Japan, teachers are expected to develop programmes within very broad guidelines. Most other countries emphasize the need for teachers to adapt programmes to the particular needs of students, but in general the degree of specification in guidelines appear greater for the developing countries, probably reflecting the level of expertise of teachers and the educational level of the community as a whole.

There are considerable variations in the meaning given to the term core curriculum. Both China and Japan give core curriculum the meaning of a particular form of integrated curriculum and emphasize skills to be developed and subjects to be studied. While other countries appear to adopt different interpretations of the term, in most cases the approach to their own planning involves both the specification of subjects to be studied, and, in curriculum guides, the listing of attitudes, skills and knowledge to be acquired. The form in which this is done varies from country to country and in some cases the specifications take the form of statements of specific objectives. The specifications are the details of what is to be learned which are clearly outlined by curriculum planners.

There are considerable variations in approaches to integration of subject fields. All countries reported efforts to integrate learning, the major reasons being to develop wholistic rather than segmented learning, and to achieve economies of time. However the degree to which integration is built into planning varies widely. In Thailand, a number of different subject fields are combined in a programme of 'Life Experiences'. India, Malaysia and Sri Lanka combine aspects of science and social studies under the headings of environmental studies or man and his environment.

Most of the developing countries have given strong emphasis to religious or moral education. The form of this varies widely, however, reflecting variations between countries in political and religious systems. Indonesia, for example, includes education in the State's philosophy, 'Pancasila', as well as religious education, and Malaysia includes studies of Islamic Religion with the alternative of Moral Education available for children of different faiths. In Viet Nam, the development of socialist consciousness and ethics is included in its programme of moral education as they relate to the preparation of young people for participation in their new society.

The emphasis on religious or moral education in Australia and New Zealand appears implicit. There is considerable emphasis on socially desirable patterns of behaviour and values of tolerance, consideration for others, honesty and co-operation. Consequently some form of moral education of the young can be regarded as part of the core curriculum for all countries, even though its form and nature varies substantially.

All countries include studies of the language as a major element in the core curriculum and link language studies with writing and other communication skills. In almost all countries, the language studied is a national language which serves the dual purpose of developing communication skills and contributing to national identity and cultural coherence. The major exceptions are India and Sri Lanka where the students study their mother tongue and additional languages are introduced later in the programme.

Other components of the curriculum which are universal are mathematics or arithmetic, social studies, and science, though social studies and science are sometimes combined in Environmental Studies (or in the case of Thailand, Life Experiences). Religious or Moral Education also appear to be universal, though it is not separately listed as a subject by India, Australia or New Zealand. Some form of physical education is almost universal, with most countries also including studies of the arts. Some form of work experience or work education is included by a number of countries with this aspect of the curriculum being given major emphasis by India and China, in both cases as a result of long standing traditions and philosophies relating to the value of education and its relationship to productive activity.

Subjects taught in primary schools – Sample countries

China	India (Years 1–4/5)	Indonesia	Malaysia	Nepal	Philippines	Sri Lanka	Thailand	Viet Nam	Australia	Japan	New Zealand
Ideology and ethics		Religious education/ theology Pancasila moral education	Islamic religion or moral education	Moral education	Character building activities	Religion, morning assembly and religious activity	Character development	Moral education Socialized activities		Moral education	
Chinese language	Mother tongue	Indonesian language and literature	National language English language	Nepali English language (IV & V) Sanskrit (IV & V)	Filipino language English	Mother tongue English	Thai language English (optional)	Vietnamese	English/ Language Arts	Japanese language	English language
Arithmetic	Mathematics	Mathematics	Mathematics	Arithmetic	Mathematics	Mathematics	Arithmetic	Mathematics	Mathematics	Arithmetic	Mathematics
Nature	Environmental studies	Science	The environment	Science	Science and Health	Introducing Science Environmental studies	Life experiences	Discovering Science	Science	Science	Science
Society		History of national struggle for independence Social studies National and world history		Social studies	Civics and culture (I) History/ geography (II)			History	Social studies	Social studies	Social studies
Physical education	Games and creative activities	Sports and health education	Physical education	Physical education Health	Arts and physical education	Aesthetic education		Gymnastics	Health and physical education	Physical education	Physical education Health
Music			Music			Physical and health education; Aesthetic & physical activity		Singing	Music	Music	Music
Fine Arts		Fine Arts	Art						Art	Arts and handicrafts	Arts and crafts
Labour skills	Socially useful work	Skills development		Hygiene, physical education, handicrafts and drawing	Home economics and livelihood education	Creative activity	Work-oriented education Work education (optional)	Popular technology		Homemaking (Years 5 & 6)	Manual training (Years 7 & 8)

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The approaches taken by different countries to development, dissemination and curriculum support processes involve the translation of national goals and strategies into broad educational aims by a senior committee or agency, and the development of those aims into more specific objectives and programmes by national curriculum development organizations. Teachers, with the assistance of curriculum materials, guidelines and advisory services, then develop detailed plans for teaching their own group of students. In Australia, where responsibility lies with States, equivalent processes occur at State level. Textbooks, curriculum guidelines, other curriculum materials and advisory services are provided, though the extent and level at which these services are available varies.

The relationship between national goals and curriculum expectations is sometimes very explicit and in other cases less clearly stated. There is in all cases an attempt to relate curriculum to community and/or national expectations of the schools.

The degree of control over curriculum that is exercised centrally or within schools varies, with the developing countries relying more heavily on central determination.

Development of a common base of expertise and experience is seen by all countries as a means of working towards the elimination of inequalities among groups. This is an important factor in the identification of a core curriculum. A common core can help in overcoming discrepancies between the educational opportunities of urban and rural people, and that of men and women, but it cannot eliminate those difficulties unless literacy rates improve, greater participation occurs in school, and other changes take place in society. Limitations in resources, problems of distance and isolation, and community attitudes are major obstacles to greater participation and it will take a major effort to overcome them.

SCHOOLING AS A PREPARATION FOR WORK IN AUSTRALIA AND IN THE REPUBLIC OF KOREA

Australia. Commonwealth Schools Commission. ***Schooling for 15 and 16 year olds.*** Canberra, 1984. 82 p.

Korea, Republic of. Korean Educational Development Institute. ***Career awareness in Korean primary education today.*** Seoul, 1983. 154 p.

Both of these books are concerned with the role of schooling as a preparation for the world of work. The Australian book makes a critical analysis of the educational needs of those young people who will leave school at the age of about 16 and seek employment. It also reviews what Australian schools are doing for these young people and makes recommendations for the future.

The Korean publication looks at the problem from the other end of the school cycle in a report of what children in primary schools in the Republic know and think about work in the context of employment. Parents and teachers attitudes and perceptions are also recorded.

The Australian book is a reprint of a report first issued in 1980. The analysis of the situation regarding the education of young people at the end of the ten year compulsory phase of the Australian education system is still valid. All of the problems and difficulties described still exist. In many cases, the situation has become more difficult.

Prominent among the difficulties described is the very serious rate of unemployment of 15 to 19 year olds in Australia. This rose from 3.3 per cent in 1971 to 17 per cent in 1980 and is still high.

Coupled with this problem is the belief of the writers of the report that more can be done within the school system of Australia to prepare children for the world of work. As in many countries, the clearest goal of education is that of passage from school to one form or another of higher education. In Australia students wishing to proceed to higher education stay in school for 12 years. The percentage doing so is about 50 per cent, this percentage is increasing quite slowly.

Very little direct vocational training is provided for students leaving school at the age of 15 or 16 and according to the report, not enough is being done to provide information and experience related to employment for young school-leavers.

A striking feature of the report is the expression of a belief that the employment situation for young school-leavers is not likely to improve in the foreseeable future. The recommendations for changes in the Australian school system based on this premise will make interesting reading for educators in countries facing similar difficulties.

This problem is likely to affect most countries in Asia and the Pacific if it has not done so already. Where secondary education has not yet become universal, as it has in Australia, enrolments and more significantly, completion rates are increasing. In few countries are employment opportunities increasing sufficiently.

Among other recommendations, the report states that schools should prepare young people for employment and also for a period of unemployment. In many Asian countries there are advocates of preparation for self-employment although most educators are still waiting to see progress in this direction. Little reference to this form of employment is made in the report.

In reviewing what Australian schools are doing at present with future employment in mind, many aspects have been studied and reported on. One disturbing element is widespread dissatisfaction among the public with student achievements in the basic skills of reading, writing and arithmetic. Associated with this unease is the belief that teachers as a group are less well regarded by the public than in the past.

In addition to the acquisition of cognitive skills and to some extent, vocational skills, the report states that students need to acquire much more knowledge of the world and society in which they work and will need more social skills and have greater self-reliance in the difficult times ahead

Specifically the report lists ten competencies they should achieve before leaving school. These are :

a) An excitement about and the confidence to undertake a commitment to some activity which they want to continue to pursue;

b) Confidence in their power to influence events affecting their lives, whether at individual or societal level;

c) The experience of having been regarded as a valuable person and of valuing others;

d) Skills and knowledge which qualify them to be eligible for what they consider to be appropriately paid employment, and/or to enter further education or training;

e) Knowledge that they can seek out information which interests them or which they need for particular purposes;

f) A framework of organizing ideas about the working of the physical and social world to which new inputs can be related;

g) A sense of their own existence within a continuing culture with social and moral values which are open to reinterpretation;

h) Confidence that they have been given access to knowledge which helps them to make sense of the physical and social world and that reasonable attempts have been made to make that access a reality;

i) The ability to question objectively new ideas and experiences and make judgements about their relevance to them;

j) The opportunity to become involved in activities they could not otherwise have come to know.'

A whole chapter is devoted to the topic 'Relating knowledge to life,' a theme now under active development throughout Asia and the Pacific. This well argued chapter will help many educators clarify their thinking on the subject. In Australia, as in many other countries, the traditional content of school curricula, with a goal of preparation for higher education, is still dominant with education for this goal giving prestige to students and teachers within the educational system. Giving equal status and investment to education for the world of work is not easily achieved but the report gives several striking cases from individual schools with this objective in mind.

Quoting good examples of appropriate learning opportunities from schools all over Australia is a valuable feature of the report, made even more telling with the description of cases where the

writers thought the opportunities were unsuitable for students, particularly those leaving school after ten years.

A major issue discussed is the need for students to develop a responsible individuality; the authoritarian way in which some schools handle matters of behaviour is criticised.

In discussing 'Examinations and Credentials' in Chapter Five, the writers comment on the difficulty in assessing performance of students not intending to proceed to tertiary education. The report makes very pertinent recommendations on the duty of schools to report on student attitudes and capabilities so that better decisions can be made regarding employment. It is quite clear that the examination and credential system now in use in Australia does not give suitable information to employers.

Another topic investigated is the content of courses for students staying at school for the two non-compulsory years in Australian secondary schools. Even more than the earlier years, these two years are devoted to preparation for tertiary education. Alternative courses with employment in mind have been difficult to establish and to maintain.

A whole chapter is devoted to the topic 'School and Work' and includes a reference to many curriculum options already being implemented in Australian schools. These include descriptions of career education courses, career guidance, courses linked to later courses offered in Technical and Further Education Colleges, work experience and combining school and work. Alternative courses are described and considered with the lack of acceptable credentials for such courses being a hindrance to their adoption.

Particularly telling is the listing of curriculum objectives for a course to prepare young people for the possibility of unemployment.

Chapter Six is interesting in that it describes what the writers believed secondary schools should do for their students with employment in mind.

> The Commission is not saying that it is the task of schools to teach specific work skills. It is impossible for schools to teach all the skills any person could possibly need for adult life. Nor is it saying that schools have a major role in placing school-leavers in jobs; it is a moot

> question how far schools should be involved. The best service they can provide for students is to foster a general understanding of work in ways which help them cope with the myriad and unknown challenges arising from unforeseeable change. (Para 6.6)

The report ends with three chapters describing action needed in the future. The first describes the kind of school needed in Australia which they call 'the adaptive school'. The organizational features are listed as follows:

- Warm and friendly relations between students and staff based on mutual respect;
- A range of course options which gives the emphasis to both practical and theoretical knowledge and to practical and academic skills;
- Comprehensiveness, not merely in the range of students for whom they cater but also in the range of educational services they offer;
- An awareness that the prime purpose of their existence is to serve all students while they are within the compulsory schooling period;
- Programmes consistent with the notion that all post-school options for students require them to be able to function autonomously and effectively;
- Close connections with the community being served and through it with the wider society.

The rest of the section develops the need for schools and education systems to adapt themselves continuously to a changing society. This advice has been given on many occasions in many countries. Slowly some of the advice has been absorbed and schools have changed. But the rate of change of society is increasing. There is little time to permit the comfortable familiarity of a traditional school system and less to indulge in a new tradition. This tightly written, well considered and perceptive report will help all educators face the challenges and changes needed in their own education system.

The Korean report is revealing and in some ways surprising. In particular, whatever the Korean ethic may be regarding work, the report shows that Korean primary school children see work, a term they identify as physical work, as a necessary but unpleasant necessity. Their ambition is to strive for social status in a position they do not necessarily identify with work.

The report refers to an earlier study by Dr. Yung-Chan Kim which shows that Korean adults have similar perceptions.

Not surprisingly, bearing in mind that the research was undertaken with primary school children, many children based their opinion on work and on a future career on limited experience. They are heavily influenced by their parents, less so by teachers. Rural children are much more knowledgeable about employment opportunities in their own areas than urban children. At the age studied, Korean children have little appreciation of the need to seek employment related to their abilities. Girls were more realistic than boys in this respect.

Knowledge about careers comes to children through informal means rather than through formal schooling; parents, television and books being the major source of information. Books are increasingly important as children get older.

Teachers' attitudes towards careers for their students differ little from that of the general public. It is a somewhat disturbing to see that teachers have little more faith than parents in the possibility of children making career choices or achieving acceptable positions on the basis of their own action. In common with parents, there is a strong belief that future careers are largely pre-determined.

The study also investigated teachers' attitudes to career education. About half believed this should begin at the secondary level. Most believed it should be integrated into other subjects and not introduced as a separate subject. Most believed that little was done to give children knowledge and familiarity with various occupations but most believed this should be done.

This study is being used in a pilot project on work oriented education under the direction of the Korean Educational Development Institute thus the recommendations of the team that prepared the report are particularly relevant in the Republic of Korea.

Many countries in Asia and the Pacific have worked to improve the preparation of primary school children for the world of work. Most have based their programme on direct skill training in manual occupations. The Korean programme seems to be tackling the problem more from the attitude and awareness point of view. As Korean primary schools provide excellent opportunities to develop cognitive and psycho-motor skills, the decision to tackle the problem in the affective domain of student learning is probably wise. Many educators will follow this work with keen interest and can be given some insight on the way work will develop by reading the following recommendations of the report.

1. Prime focus in career education at primary school level should be given to the development of career awareness through the correct recognition of work and occupation. As indicated by the findings of this study, primary school children do not have the basic understanding of work and occupation. Thus, it is important for teachers to teach children to be aware of the world of work and occupation in a positive and correct way.
2. One of the career education goals should be to develop children's positive attitude toward work. The present study shows some striking findings that children have a negative attitude toward work.
3. Career education programmes should be designed in such a way that children develop unbiased concepts and attitudes toward work and the sex role. It is found that some children have sex-biased and stereotyped concepts of occupation.
4. Career awareness programmes should be designed to enable children to be aware of the dignity of all occupations, regardless of their type.
5. Career awareness programmes should include contents and learning experiences, which will help children to develop a sense of responsibility in career decision.
6. In-service teacher training programmes are crucially needed for teachers to enhance their understanding

and approaches in career education. According to the findings, some teachers perceive career education narrowly as a vocational education or a guidance for upper level education.

7. In order for children to develop sound career awareness, an effort to seek co-operation from parents should be taken into account. The present study indicates that parents affect their children to a great extent in the development of career awareness.

HIGHER EDUCATION AND EMPLOYMENT IN BANGLADESH

Huq, M. Shamsul [and others]. ***Higher education and employment in Bangladesh.*** Dhaka, University Press. Paris, Unesco, 1983. viii, 299 p.

This report of a research study carried out jointly by the International Institute for Educational Planning, Paris and the National Foundation for Research on Human Resource Development, Dhaka, Bangladesh was published in 1983 allowing a time gap of five years between the time the study was undertaken and publication of the report.

This is one of the series of studies done by IIEP on higher education and employment, the others including the Philippines, Sri Lanka and West Bengal. The objectives of the study were to:

a) Identify the role that higher education has played in the overall development strategy with special reference to manpower needs;

b) Relate the development of higher education in the country with the changing needs of the labour market in quantitative and qualitative terms so as to identify the problems of employment and the mismatch between the type of training offered and the type of skills needed by the labour market;

c) Identify the variables that can be important in formulating a balanced strategy for the development of higher education with special reference to individual expectations, labour market needs, social group and religious characteristics; and

d) Develop a knowledge base that can be useful to the national planners, policy makers and institution administrators on the one hand and the students, graduates and potential employers on the other.

Keeping these objectives in view, the report has been presented in eight chapters which include socio-economic framework of the country; development of the education system; analysis of employment structures; background, attitude and expectations of students; employment of graduates and earnings; the higher education system and labour market; and implications for policies.

In its introduction, the report describes the background of the study and the process of its completion. It also labours hard to justify the methodology that has been adopted for the study, i.e. what the authors call "analysis of cross-sectional data overtime", as against the "longitudinal study of various representative samples", or the "analysis of census data overtime". The relative advantages and disadvantages of the three possible approaches have been discussed at length.

The chapter on socio-economic framework describes the basic economic features of the country with a view to providing a proper perspective to the subsequent analysis in the study. This includes a rather simple but essential analysis of such features as geography and natural resources of the country, history of economic development, structure of economy, demographic characteristics and their implications for education and manpower policy and an overview of development strategies and the place of education in it. The statistical tables include GDP, composition of employment, income and demography though the data used became mostly outdated even by the time the report was published.

Chapter 3 has attempted to give some details of the development of the education system in Bangladesh, including comparisons among various sectors and levels within education. It describes the structure of the system from primary level to university and provides statistics on number and types of institutions, enrolment at different levels, output of graduates, resource allocations, utilization of capacities, etc. It also contains a qualitative analysis of the trends of development, and points to some major weaknesses and imbalances. It describes the planning of education in Bangladesh with some account of the performances of the first Five-Year Plan and Two-Year Plan (1973–1980) and indicates broadly the educational provisions in the second Five-Year Plan.

In order to complete the background information and set the stage for subsequent analysis, Chapter 4 provides an overview of the labour force and employment situation with an analysis of causes and effects of unemployment. Within this framework, the chapter describes the characteristics of the labour force by analyzing its structure, participation rates and wage structure. The reasons for unemployment and underemployment among the educated youths have been attributed to four major factors, namely economic stagnation, rapid growth of population and labour force, inappropriate investment policy and choice of inappropriate technology and low utilization of capital. It also points out to the mismatch between the outputs and the labour market demand and analyses the trend of migration of trained manpower to other countries. The various tables contained in the chapter give useful statistics.

The authors of this study have assumed that successful educational and manpower planning requires an in-depth understanding of an individual student's attitudes, expectations and desires. On this assumption, they have, in Chapter 5, tried to ascertain and analyse the attitudes and expectations of students in the higher education system in Bangladesh and the relationships of these factors with their socio-economic background. Particularly, the objective has been to show whether the education system, as is expected of a subsidized system, is working as an equalizing institution in the sense that students from disadvantaged socio-economic groups are adequately represented.

Data used in this chapter were generated from a sample survey of students and graduates carried out by the Foundation for Research on Educational Planning and Development, Dhaka during 1976–1977. In all, 681 students were covered by the survey from three universities, three professional colleges and five general degree colleges. The findings are interesting. For example, representation of the urban and the male population, and of families with higher income and higher levels of education is disproportionately greater. Some specializations like medicine and engineering which involve higher expenditure and which are more attractive from the point of job prospects or social prestige, draw students almost exclusively from families having some educated members. The results of the higher secondary examination which are the most important criterion for admission to higher education, do not hold much predictive

value for later performances of the students. Specializations prepared by students vary quite systematically with the environment from which they come, their sex and their family income. Regarding the divergence between preferred specialization and that actually pursued, the study reveals that only a small proportion of students desiring medical education can actually pursue it, as is the case with economics. The degree of correspondence between expected and actual career was found to be very low for all graduates and still lower for female graduates, graduates of rural origin and those coming from the lower income groups. The chapter contains a number of tables on the attributes of the sample population and their responses to various questions.

Data required for Chapter 6 were obtained from two surveys done earlier by the Foundation for Research on Educational Planning and Development as referred to in Chapter 5. This chapter, which deals with employment of graduates and earning, discusses issues like the availability of career guidance, waiting period for a job and the correspondence between the specialization of a graduate and his job. It describes the process of employment for graduates, examines the relevance of training, and provides a brief analysis of graduate unemployment, and mobility within the job market. It also attempts to analyse earnings and their determinants.

The study reveals that guidance service, especially that provided on the choice of an educational specialization and occupational career, has not received due attention. The waiting period of graduates who were able to get jobs was not unusually long, but the number still unemployed after one year of graduation was quite high (47 per cent out of a total of 331 surveyed). The institutional mechanisms used in recruiting graduates vary with the type and size of employers. Government and large private organizations make more use of newspaper advertisements or the services of employment exchanges. By far the majority of the employed graduates have found their training useful for their jobs. Training in some specializations like medicine, agriculture and engineering has been relatively much more useful compared to arts, commerce and social sciences.

DETERMINANTS OF EDUCATIONAL PARTICIPATION IN RURAL NEPAL

Tribhuvan University. Research Centre for Educational Innovation and Development. ***Determinants of educational participation in rural Nepal.*** Kathmandu, Nepal, 1984. 188, 40 p.

This is a study which was conducted over a period of three years involving a detailed analysis of interview responses from 2,310 household heads and 4,655 school age children in seven representative districts of the Kingdom of Nepal. The districts chosen for the study represented three geographical regions of the country, namely the mountains, the hills and the ***Terai*** (plains). Data were also collected from sample villages representing the inner-Terai which is an area of recent settlement and in many ways different from the three main typologies included in the sample.

The report states that in Nepal, only 68 per cent of the school age children are enrolled in the primary school grades, I to V, and there are wide disparities in the enrolment figures of rural and urban students as well as of boys and girls.

The study was conducted to obtain an impartial and objective picture of the differential effects of selected variables related to the child, the household and the school. The study examined the effect of a wide range of variables in the participation of children in school.

The study made a detailed analysis of the factors that influence educational participation by rural children, using the multiple regression technique. In addition to the quantative analysis the study also collected qualitative data with a view to make a balanced and realistic analysis of the problems and prospects involving the issues and concerns relating to increasing participation of children in education in rural areas.

The major findings as stated in the report are:

Child-related factors

1. Sex is the single most important predictor of educational participation. Boys' participation rate is higher by 33 per cent than girls'.
2. For every year of the father's school education the possibility of his children's participation in education increases by 4.5 per cent.
3. The distant location of the school demotivates parents from sending their children. In the primary age group, children's educational participation decreased by 2.5 per cent for every kilometre between the child's home and the school.
4. A year's increase in age is associated with probable increment in educational participation by 4 per cent. A significant proportion of the children in all primary grades are over age.
5. A child's chance of participating in formal education is reduced by 33 per cent if he is engaged in an earning activity.
6. Primary school age children who have to help with the household work have a 9.3 per cent reduction in school participation.

Household-related factors

1. The educational status of the adults in a family was found to be the strongest predictor of rural children's educational participation. One year's increase in the average educational status of the adults raises children's participation rate in school by 4.5 per cent.
2. The attitude of the household head toward modernity was found to have a strong influence on educational participation.
3. The probability of a child participating in education was, other things being equal, higher if the language spoken at home is Nepali. This case is applicable to the hills only.
4. The higher the income of a family, the greater the chance of the children's participation in education.

5. Cottage industry and labour, two major occupations in which the rural households are engaged, adversely affected children's participation in education. Participation rate decreased by 6.7 per cent in the primary age sample.

School-related factors

1. Ethnic similarity between teacher and students was found to promote educational participation especially in the hills.
2. Qualified and trained teachers working in a school helped increase educational participation.

Regional, sex-wise and level-wise differences

1. Distance from home to school affects educational participation by school-age children, mostly in the hills and the mountains.
2. In the terai and inner-terai where girls' enrolment is lowest, father's educational status seems to have the strongest effect on educational participation.
3. Of the 40 per cent of the rural school age children (6–15) that go to school the enrolment ratio for sampled girls was 22.0 per cent as against 55.7 per cent for boys.
4. The rate of girls giving up school education after the age of 12 and 13 is extremely high.

The following variables are listed as highly significant in affecting participation in education:

Child	Household
1. Sex (+)	1. Adult education (+)
2. Father's education (+)	2. Nepali as a language spoken at home (+)
3. Distance to school (-)	3. Modernity attitude (+)
4. Age (+)	4. Children earning (-)
5. Help in earning (-)	5. Per capita income (+)
6. Help in household (-)	6. Labour (-)
	7. Cottage industry (-)
	8. Agriculture (+)
	9. Professional (+)

Note: The signs (+, -) denote the direction of effect.

School	Overall
1. Per cent of teachers with similar ethnic background (+)	Sex (+)
2. Per cent of qualified teachers (+)	Distance to school (–)
3. Per cent of experienced teachers (–)	Age (+)
4. Classroom space per student (–)	Help in earning (–)
5. Per cent of trained teachers (+)	Help in household (–)
6. Per cent of female teachers (+)	Father's education (+)
7. Physical education (+)	Modernity attitude (+)
8. Per cent of teachers with Nepali as their tongue (+)	Labour (–)
	Per capita income (+)
	Adult education (+)
	Agriculture (+)
	Cottage industry (–)
	Per cent of teachers with ethnic background (+)
	Playground (–)
	Per cent of teachers with Nepali as their mother tongue (+)
	Expenditure per student (–)
	Per cent of qualified teachers (+)
	Type of school building (–)

Similarly the following factors were found highly significant for school attendance:

Child	Household	School	Overall
None	None	Class cycle (–)	Grade continued (+)
		Per cent trained teachers (–)	Time to reach school (–)
		Library (+)	Help in earning (–)
		Per cent local teachers (+)	Nepali as a language spoken at home (+)
		Student teacher ratio (–)	Space per person (+)
		Expenditure per student (+)	Class cycle (number of grades run in a school (–)
		Playground (+)	Per cent of trained teachers (–)
			Playground (+)
			Library (+)
			Student teacher ratio (–)
			Charts (+)

Note The sign (+, –) denote the direction of effect, positive and negative.

A list of modifiable variables having significant bearing for increasing educational participation given in the report are:

1. Adult literacy (+)	Household-related factors
2. Attitude of the head of the household (+)	
3. Child adult ratio (-)	
4. Distance to school (-)	Child-related factors
5. Help in earning (-)	
6. Per cent of teachers with similar ethnic background (+)	School-related factors
7. Per cent of teachers with Nepali as their mother tongue (+)	
8. Playground (-)	
9. Per cent of qualified teachers (+)	
10. Physical education (+)	
11. Per cent of experienced teachers (-)	
12. Per cent of trained teachers (+)	

The following recommendations have been made for maximizing educational participation by children in rural areas in Nepal.

1. **Adopting alternative structures and methods to increase access to education**

The model of setting up a school centrally is not very practical in the mountains and parts of the hills where the settlement pattern is sparse and scattered. Hence, it is recommended that alternative structures of primary education (such as mini-schools and annex classes) and non-formal approaches be adopted to increase rural children's access to education.

2. **Reducing pressure of domestic work on children.**

Rural children, who are heavily engaged in household chores, cannot normally participate in education. Thus, it is recommended that various approaches, such as 'child-care centres' and co-operatives to look after the cattle and to fetch wood/fodder, should be used to disengage children from certain household duties so that they can take part in schooling.

3. **Raising the level of people's awareness and commitment**

To enhance the awareness level of the village people about the value of education, it is important that literacy and non-formal education programmes be conducted on a wide scale so as to make education facilities available to the rural people. Besides, an educational campaign should be launched in the community in a way that can exert a subtle social pressure on rural parents to send their children to school.

4. **Adopting a differentiated policy of financing and/or supporting the education of the most needy**

Despite the fact that primary education including textbooks (up to grade III) has been made free, many families still cannot afford to send their children to school because of incidental expenses and the loss of labour at home. In fact, equity in education connotes a positive discriminatory benefit by awarding the most needy and backward people a greater need-based share. Thus, it is necessary to devise a special support and incentive mechanism for the economically and socially disadvantaged children.

5. **Increasing educational relevance to rural needs**

One reason for the indifferent attitude of rural parents towards education is that primary school education, as it stands now, has not been productive. Thus, it is imperative that steps must be taken to raise the extent of relevance of school programmes to rural needs and to link them with productive activities. In the context of Nepal, schools, can still afford to remain isolated islands of academic instruction.

6. **Improving physical and instructional facilities in schools**

In order to bring the rural primary schools to at least the threshold level of attracting and holding rural children, the physical as well as instructional facilities of these schools need to be considerably extended and improved.

7. **Recruiting teachers of similar ethnic background and providing them with continuing education**

While recruiting teachers, preference should be given, other things being equal, to local residents with an ethnic background

similar to that of the majority of students, and who are dedicated to bringing about a gradual improvement in the instructional programme of the school.

8. **Lessening inequities and/imbalances**

Considering the regional and socio-ethnic differences in educational participation, it is necessary that educational planning should specifically be addressed to resolving imbalances and inequities in education.

9. **Promoting research and development efforts for increasing participation in education**

As the process of achieving universalization of primary education will be more and more challenging at later stages, concerted research and development efforts should be made to explore innovative strategies (like alternative structures and methods) and supportive programmes (like primary preparatory classes) for increasing the attractiveness and efficiency of primary school education.

10. **Bringing about an effective partnership between local participation and government efforts**

In the final analysis, achievement of the universalization of primary education will depend largely on the level of synchronization and complementarity of efforts of the local people and the government. Thus, it is essential that the governmental inputs for educational development in each panchayat should be well integrated with local efforts and plans.

The findings of the study on the determinants of educational participation in rural Nepal, completed by the Research Centre for Educational Innovation and Development (CERID) of Nepal, are quite revealing and have important implications for programmes on universal primary education for the disadvantaged in rural areas in Nepal. Its findings and analysis appear applicable to many countries in the region whose nature of problems in rural areas are more or less similar and are confronted with problems of low enrolment and participation in primary education.

The study is comprehensive, well designed, and executed and has made some practical recommendations for improving primary education in rural areas. It is clearly an important contribution of CERID dealing with the complex problem of low rate of participation and resistance to school in rural areas.

TO SCHOOL AT FIVE – THE TRANSITION FROM HOME OR PRE-SCHOOL TO SCHOOL

Renwick, Margery. ***To school at five; the transition from home or pre-school to school.*** Wellington. The New Zealand Council for Educational Research, 1984. 130 p. (NZCER. Studies in education. No. 35)

There are at least four significant and unique attributes of this Study. First, it has effectively captured and presented very human feelings, including contradictions and dichotomies, through an extensive range of rich and relevant anecdotes and quotes from children, parents and teachers. This human approach emphasizes the highly complex factors that are real in the shifting territory of the transition between the home or pre-school into school.

Second, the data has been collected through a relatively impersonal postal survey, which, surprisingly, provided over 90 per cent returns from all categories of persons surveyed. The questionnaires must have been sufficiently keyed to felt concerns of those categories of persons surveyed, for such excellent response rates to be obtained. (The list of topics covered in the questionnaires is included in the Study, as an Appendix).

Third, the investigation is in an area that has had relatively little study done on it – the transition from home or pre-school, to school. Although the Study has been done in New Zealand, a developed country, the variables investigated and several of the observations made, have great significance for countries that are engaged in massive programmes for universalizing the first level of education, where a considerable percentage of the new entrants are first generation school learners.

Fourth, the Study provides another example of the growing trend in the region, of the increasingly effective partnership between professionals and clients (parents) in education. The comments in the Study relating to parents' and teachers' concerns regarding the

education and welfare of the young learners provides an excellent starting point for such constructive co-operation, especially in terms of the 'ceremony' of the rites of passage between the home and the school. Such a 'ceremony' is a completely new phenomenon in the annals of those societies that for the duration of their history have remained essentially illiterate, and therefore, have not developed even beginning concepts of the possibilities of such co-operative partnership. Thus in these societies, the 'partnership' concept becomes even more vital than in more developed situations.

The sampling for the research consisted of a stratified random sample of primary school teachers of new entrants; pre-school teachers and supervisors; and parents. In spite of the stratification, there was a consistency of teachers' opinions on all topics covered by the surveys.

The first variable investigated was what children expect school to be like; what learning is, and in particular, learning to read; what behaviour and discipline mean; and what going to school means to the self-esteem of the child, in terms of being 'grown up'.

The second involved the various readinesses expected on entering school, such as social maturity, behaviour and discipline, health, desire to learn, and specific skills. Following on teachers' comments on school readiness, a checklist was developed and circulated to parents with a 4 year 11 month child to determine whether the parents thought that their child, on starting school, possessed the attitudes and skills teachers considered desirable.

Further investigations were made in regard to the first school experience, with the teacher being the first adult whose moods and behaviour the child had to adapt to alone; the classroom space and classroom routines and activities; the social experience.

A major portion of the Study focused upon the relationships between the parents and school, with practical problems such as should mothers stay on, on a child's first day at school; and other issues such as sharing information about children when they start school; the attitude of parents to their child's school; and parent-helper schemes.

The Study specifically looked at the pre-school/primary school partnership including liaison aspects and pre-entry visits; reactions of new entrant (primary school) teachers; and advantages and disadvantages of children attending a pre-school.

Finally, the Study investigated a number of administrative issues such as the division between pre-schools and schools; age of entry to school; individual or group admission to school; settling into school and the teachers reactions to their teaching.

Out of these investigations, rather than providing ready conclusions, the Study raises a number of very important practical issues in the context of the New Zealand situation. The manner in which these issues are handled, will no doubt have a profound effect on the ease with which children settle into school in New Zealand, and in other countries of the region too.

Among these issues are the following:

- Extensive pre-school/school co-operation is essential, with possibilities of primary school teachers of new entrants visiting pre-schools, and regular meetings between pre-school and primary school staff, and pre-entry visits to primary schools by children, over a span of several weeks, being encouraged.
- Parents have to be informed of all the enrolment procedures and requirements from parents and what children should bring with them, before the child' first day.
- Parents need the opportunity to pass on information about their children to the new entrant teachers.
- Parents and teachers should be aware about what skills they think children should possess when they start school.
- The particular problems children face when the teacher is not physically present with the children, such as during intervals and lunch time, have to be specifically attended to.
- What a child needs to know about coming to and going home from school (such as transportation, school patrol system, parents collecting children on foot) have to be provided prior to entry.
- The details related to school attendance, such as staggered hours if children are very young, messages about absences, tiredness of a school beginner, have to be considered.
- Health information and checks required before and during schooling, and services in school, including those for disabled children, have to be made known ahead of entry of children.

- The various aspects of school organization and classroom programmes, including school space use and methodologies, class trips, things prohibited to be brought to school, have to be made clear to parents before entry of the children.
- In all of the above, the assumption is that educating young children is a shared experience between the school staff and parents, and parents must feel welcome to enter into such a partnership.

FACTORS AFFECTING STANDARDS IN COMMUNITY SCHOOLS: A NEW IRELAND CASE STUDY

Apelis, Ephraim T. ***Factors affecting standards in community schools: a New Ireland case study.*** Port Moresby, Educational Research Unit, University of Papua New Guinea, 1984. 115 p. (ERU report no. 46)

The Study, done in 1981, attempted to investigate the alleged fall in academic performance of students in schools in the New Ireland Province of Papua New Guinea, and, if so, to identify the possible factors involved in the decline.

The importance of the Study is that it has been done in the context of an apparent dichotomy between 'social' indicators, such as enrolment rates, proportion of girls in the enrolment indicating the successful implementation in the Province of policies that move towards greater democratization of the education system, and the so called 'standards' in the school system declining. In terms of the above social indicators, the New Ireland Province is one of the few provinces in the country which is approaching 'mass education'.

An important vehicle for the implementation of the democratization policies is the primary level Community School which is designed to have ready access to all learners and to provide for teaching and learning that is related to the community and its activities.

While the Study attempts to investigate the overall education levels in the Province, it also focuses strongly on the Community School, specially because the Study believes that for overall academic standards to improve, it is important to investigate learning problems at the Community School Level.

The research methodology adopted, is reported to reflect the nature of the problem being investigated and the anticipated outcome of the investigation. The main instruments were questionnaires to teachers from both Community Schools and High Schools. In

addition, interviews and discussions were also used. Data analysis involved returns from the above instruments, as well as student performance data from the various relevant examinations.

The basis of the Study was the opinion of teachers and other personnel, on the factors, they considered, had contributed to a decline in educational standards in the Province.

An important element specially investigated was the relationship between performance and selection into the High Schools. As a component of the policies on democratization, New Ireland Province had adopted the technique of a quota system (rather than a merit system) for its selection of students for high school.

The Study has devoted separate chapters to the factors identified through the opinion survey, i.e., performance and selection; school factors, i.e. curriculum, staffing and tenure system of appointment, staff development; community factors, i.e. enrolment and absenteeism, school-community relationships; provincial factors, i.e. inspection system, school discipline, conditions of employment, school supplies, buildings and grounds.

Among the significant findings of the Study were the following:

- The academic performance of grade VI students in the Province was well below average, although significant variations existed across the Province. A large percentage of teachers agreed that academic standards in New Ireland schools had declined.
- While the 'strengths' of high performing students were in their abilities to master academic work at higher levels of learning, the 'strengths' of the low performing students were more around their personal qualities, attitudes and behaviour to work.
- The majority of the teachers from both community and secondary schools, disagreed with the democratization technique of the quota system of selection of students to high schools due to its effects on academic standards. More than half the teachers preferred the selection to be made on performance only. About a third of the teachers suggested a combination of the quota and merit systems so as to retain

the social justice aspects of the quota system, without sacrificing standards too much.*

- The Community School subjects that most teachers see as requiring improvement are English and Mathematics. A majority of teachers pointed to the need to improve these same subject areas at the secondary level too.
- The Community School subject of 'community life' was vague, has not been properly taught, and was sometimes a waste of time.
- While generally, the age of enrolment into primary education was acceptable at 7–8 years, the vast majority of teachers felt the need for preparatory classes in Community Schools, to enhance standards in the school system.
- The majority of the teachers were not satisfied with the conditions of employment in schools.
- The supervisory system was deficient in not providing proper advice to needy teachers, and accurate assessments of the performances of schools and teachers.

The important factors contributing to a doctrine in standards, identified according to the responses from teachers and other personnel were: the academic levels at the primary school (community school); the nature of the grade VI examination; the selection system into secondary education; conditions of appointment and working conditions of teachers; training of teachers; school community relationships; inspection system; materials and supplies to schools; feedback from the schools.

A number of recommendations made to remove the factors identified as contributing to a decline in achievement are seen as capable of almost immediate implementation. Others require further research, proper planning and policy consideration.

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* In 1981, the New Ireland Province changed its selection system from 'quota' to 'academic only'. The average mean of those selected was very high compared to the overall provincial mean for that year.

HIGHER EDUCATION IN THAILAND: A CRITICAL REVIEW

Chetana Nagavajara. ***Higher education in Thailand: a critical review.*** [Bangkok, The Author] 1983. 25 p. Mimeo.

This paper was presented at the meeting of the Consortium on Policy Planning and Management in Higher Education organized by Unesco in Bangkok in February 1983 within the framework of the Regional Co-operative Programme in Higher Education for Development. While giving an account of the present status of higher education in Thailand, the paper critically examines policies and planning, institutional management, innovative developments, and major problems and issues related to higher education. In terms of data, the author has been able to draw extensively on previous research studies conducted by scholars and agencies.

Four sub-systems constitute the higher education system in Thailand, namely: government universities, private colleges, government colleges and government specialized institutions. The number of institutions of higher learning has increased very rapidly during the past decade and the set-up is characterized by an immense variety of institutions (293 campuses for the entire country). The conventional institutions, however, could not meet the popular demand for places in higher education. In 1981, all conventional institutions enrolled altogether 706,653 undergraduate students while the two non-conventional universities, i.e. the Ramkhamhaeng University (open admission system) and the Sukhothai Thammathirat Open University (distance teaching), 571,700 representing roughly 80 per cent of the entire undergraduate population.

In terms of the qualifications of university teachers, improvements have been registered, particularly in the government universities where 70 per cent of the staff have master's or doctoral degrees (1981). Staff student ratio varies according to subjects with the medical sciences having the lowest ratio, and the social sciences, the highest. The Thai higher education system provides a great variety of

curricular offerings. There has been a rapid expansion of graduate programmes during the past decade, particularly at the master's level. The Fifth Development Plan (1982-1986) contains a large number of new graduate programmes which are mostly offsprings of conventionally set disciplines. Graduate programmes have produced significant research results in some selected fields.

There is no single governmental body administering the entire educational system in Thailand. Universities and private colleges are under the supervision of the Ministry of University Affairs. Overall co-ordination in long-term policy and planning of the educational systems is provided by the National Education Commission whose office operates as a Department within the Prime Minister's Office. At the institutional level the universities possess their own charters. Government institutions rely heavily on government support.

The Fifth National Development Plan (1982-1986) gives definite guidelines regarding higher education which include improvement of teaching, staffing and instructional materials, curriculum revision, ensuring equality of access and quality, promoting research and services to community and allowing private institutions a greater responsibility of providing higher education.

The following may be considered as innovative moves taken by Thailand's higher education system. As an effort to decentralize development and to reduce regional disparities, three provincial universities have been set up with the objective that they can serve the needs of the respective regions as far as possible. With the elevation of the College of Education, with its campuses in various regions there is now a great potential to develop higher education with a wider geographical coverage. With the creation of the open-admission university (Ramkhamhaeng), a new philosophy of higher education has been put to the test. For the first time, modern technology has been placed at the service of higher education in a big way as seen in the distance education of the Sukhothai Thammathirat Open University. Another new development has been the establishment of research institutes in specific fields in most of the universities. A long term planning for higher education is under way.

Despite impressive growth and development, the higher education system in Thailand has also its problems. According to the author, in spite of serious efforts it would appear that social demands, more often than not have taken precedence over manpower needs in

the process of higher education expansion. Inflexibility, compartmentalization and at times in-breeding are major obstacles in the way of real progress. The adoption of two seemingly opposing systems – the Western-oriented chartered institutions and the traditional Thai bureaucracy – has created confusion in the system. "Excessive democratic libertinage" is crippling the higher education system at various levels. And, the problem of how to make higher education relevant to the development needs, and more specifically, to employment needs, while at the same time adhering to the humanistic ideals of education, has yet to be effectively tackled. Efforts to humanize and utilize technology in the service of higher education in a comprehensive way have only just begun. This has a bearing upon the structure and management of the entire higher education system. Perhaps in years to come, conventional universities will have to awaken to the needs for reform, if they are to survive at all.

An interesting and informative paper indeed, written in a lucid style.

CASE STUDY ON THE MANAGEMENT OF LOCAL SUPPORT TO EDUCATION – THAILAND

Thailand. Ministry of Education. Educational Planning Division. ***National case study on the management of local support to education.*** Bangkok, 1984. 89 p.

Local support to education in Thailand dates back to the beginning of modern education. Temple schools located within the temple compounds, for example, have enjoyed the temple's financial support, monks as teachers, as well as many other fringe benefits related to being situated in the temple. However, it has been observed that, thus far, no systematic approach to local educational support has been devised. This discrepancy results in the failure of schools to take account of local resources in their planning process.

The ***National case study on the management of local support to education*** (henceforth, the Study) recognizes the importance of local resources in the successful implementation of educational plans as reflected in Article 23 of the National Educational Scheme which states:

> The State shall mobilize various resources, governmental, local and private, as well as from individual learners in its management of education. It shall find ways and means to strengthen resources for education, bearing in mind equal distribution among different communities and educational institutes in order to put them to the best possible use.

Such recognition of the significance of local resources gave the impetus to the Study which is purported to (a) assist concerned agencies to appreciate the importance and the need for well-organized administration and mobilization of local support; and (b) provide the basic information on which schools could plan and mobilize community participation. An additional hidden purpose of this

study is to identify the provinces where local support to education institutions is adequate. This information is considered to be necessary in the planning of budget equalization at the local provincial and sub-provincial levels. Ninety-eight primary schools and secondary schools in Bangkok and nine other provinces are included as informants of the study.

A questionnaire was designed to elicit information on various aspects related to local support of education. It was pretested and improved before use. The interviews with the headteachers were conducted by two officials from the Educational Planning Division. Additional information was elicited from provincial education officers, the overall national budget for education, and other departments where records from provinces and schools are kept.

The study finds that parents and other members of the community not directly related to the school constitute most of the local support followed by teachers, alumni, monks, provincial educational committees, political party members, and others. The kinds of contribution received are capital investment, contributions of a recurring kind, such as shouldering operating costs, and services, e.g., part-time workers as part-time teaching personnel, in-factory or on farm training. Of all types of contributions, cash contribution is the most common and service is the rarest.

When a community feels it needs a school it must provide a piece of land of a certain size, construct the school and express a willingness to shoulder the operating cost until it is proved that the school is more or less established. Then the Government will take over the running of the school. Such requirements create a great burden on the community as it must commit itself for a long period. The requirements pose a problem in eliciting local resources, particularly, when considering the fact that continued support of this type is expected. In 1977 alone, it was estimated that 50 schools at district and village levels were established purely from local contributions.

Local support, however, is found to be negligible when compared to the government budget allotted to each school. According to the study, most types of schools mentioned have not generated local support because these schools are already well equipped with appropriate facilities. Or, in the case of certain primary schools, the reason for the lack of local support is thought to be their distance from towns.

Non-formal education at the provincial levels needs local support for establishing lifelong educational centres and recurrent book contributions to sustain the centres' activities.

The study concedes that the influence of the school administrators emerged quite strongly as a single important factor in determining the community's decision to contribute to educational institutions. It was stressed that Thais believe more in individuals than institutions. Therefore, personal characteristics of school administrators play a dominant role in the attainment of local support of any form. Some of the traits which are thought to enhance the chances of receiving contributions are : (a) honesty and trustworthiness; (b) helpful leadership; (c) friendliness; and (d) close relationship with the community.

In an effort to improve their resources, schools themselves generate some fund raising activities by selling pupils' products at school fares; organizing special classes for the community in schools; communicating through the PTA, or the chief monks to negotiate for and inform of school needs for local support. By and large, their method may be compared to the 'direct sale' tactic which was considered by the majority of the headteachers interviewed as the most effective means of obtaining local assistance. This implies singling out specific individuals as target contributors. It was also noted that sending announcements by leaflets is not an effective means of eliciting local help. The headteachers interviewed also recognized the important role of their other teachers in these activities.

In general, it was felt that predicting the amount of support to be received was very difficult, especially if there was conflict between donors and administrators about the management of the contributions. The ruling dictating that cash contribution must be spent according to rigid regulations of the Bureau of Government Budget also poses a problem as it often delays and complicates the spending of the contributed funds. The study concludes by suggesting that the rules applied to the spending of cash contribution be lifted in order to facilitate more efficient management of the cash funds.

It is an oft heard complaint among headteachers in Thai schools that insufficient budget is the single major obstacle to progress. Therefore, this study's attempt to review external resources should

be most welcome by all concerned as it might begin an era of active resource mobilization which is simultaneous to community participation.

Some of the findings reflect that Thai schools are moving away or have moved away from the tradition of close relationship with its community. As more and more schools become labelled government schools, the community is further and further removed from them. The sense of mutual belonging and reliance is gradually being lost.

Now that it has become clear that the government budget alone is not nearly adequate to effectively run the schools, the trend is beginning to reverse itself. Naturally, the process will be quite awkward for some time. The selection of potential contributions reflects the informants limited understanding of the concept of resources identification and mobilization.

The study would be more useful had it reflected on other aspects required in a comprehensive consideration of local support. These include the identification of potential resources in the community so they can be used to improve the quality of the school, rather than identifying a school's immediate need and then seeking community resources to meet that particular need. Other considerations are the institutionalizing of community support through participation in the management of the school by the community; deformalizing the school so that learning experiences may take place in community sites; mobilizing the school in solving community problems; and mobilizing national development programme investments in the community (health, agriculture, electrification, rural industries) for school learning purposes.

Brief Reports on
Programmes and Projects

ADULT EDUCATION IN INDIA

India. Ministry of Education. ***Adult education in India.*** New Delhi, 1985. 36 p.

Adult education in India is a concise and up-to-date guide to understanding India's current situation in the area of literacy and adult education (AE). It covers objectives, strategy and content; programmes at present; implementing agencies; resource support; administrative structure and financial arrangements; and achievements and areas of concern.

At least 343.3 million above the age of four are illiterate out of the country's total population of 685.19 million. Recognizing the magnitude the illiteracy problem poses for the country, India has decided to give attention to the illiterates of the age group 15-35 who constitute a major segment of the workforce. Consequently, the Programme of Adult Education has been included in the Minimum Needs Programme which forms the core of India's Sixth Five Year Plan (1980–1985). This Programme of Adult Education is a two-pronged approach aiming at providing basic education for both children and adults. It envisages that by 1990, all the 163 million children between the ages of 6–14 will either be enrolled in primary schools or provided part-time education under the non-formal education programme. Similarly, all illiterate adults will benefit from literacy programmes by the same date.

The Adult Education Programme consists of three components: basic literacy (including numeracy), functionality, and civic awareness. The programme covers approximately 600 hours and is divided into three phases. Phase I (300–350 hours) includes basic literacy, with emphasis on health and family planning and vocationally related skills and knowledge. Phase II (150 hours) aims at reinforcement of the skills and knowledge acquired in Phase I. Particularly, emphasis is put on learning about supplementary employment. Phase III (100 hours) aims at helping learners achieve a "reasonable degree of self-reliance in literacy and functionality and better appreciation of the scope and value of science".

In order to give the readers an idea of the range of literacy and adult education programmes in the country, this publication presents several ongoing projects which are taking place in India. These projects are:

1. **Rural Functional Literacy Project (RFLP).** Adult Education Centres are set up by RFLP in all states and Union Territories. They are fully financed by the Central Government although the State Governments and Union Territory Administrations are responsible for its implementation.

2. **State Adult Education Programme (SAEP).** Funded fully by the State Governments, this programme aims at strengthening ongoing adult education programmes and expanding its coverage to ensure that the programmes reach women and other underprivileged groups.

3. **Adult Education through Voluntary Agencies.** A Central Scheme of Assistance to Voluntary Agencies exists to facilitate the participation of voluntary agencies. The Government of India provides financial grants for voluntary agencies on programme basis.

4. **Involvement of students and youth in the Adult Education Programme.** The University Grants Commission provides 100 per cent financial assistance to colleges and universities to support their active involvement in literacy and adult education activities. Specifically 50,000 adult education centres are expected to be organized by 1990. Simultaneously with the adult education programme, the college and university students will be engaged in spreading universal primary education among non-school-going children.

5. **Nehru Yuvak Kendras.** This non-student youth organization has been developing training programmes to educate young people according to their identified felt needs.

6. **Non-formal education for women and girls.** This project puts special emphasis on improving women's socio-economic status by ensuring their active participation in development programmes in addition to efforts for family planning and promotion of welfare of children. This programme is a joint effort of the Government of India and UNICEF.

7. **Shramik Vidhyapeeths.** The programme has been established and ever since funded by the Government of India with the aim to

provide integrated education to urban and individual workers and their families in order to raise their productivity and enrich their present life.

8. **Central Board for Workers' Education.** This programme aims at providing literacy to unskilled and semi-skilled persons as well as raising their awareness and functionality. Its special feature is to meet the recognized needs of the workers with a specially matched programme.

9. **Functional literacy for adult women.** Started in the International Year of Women, under the sponsorship of the Government of India, this programme covers health and hygiene, food and nutrition, home management and child-care, civic education and vocational and occupational skills.

10. **Incentive Awards Scheme for female adult literacy.** Designed to promote literacy among 15–35 year old women, this scheme presents awards to adult education centres (at the district, and Union Territory levels). At the state level, the awards are intended for equipment of various kinds as well as training facilities.

11. **Post-Literacy and Follow-up Programme.** Post-literacy activities have been the major thrust during 1984–1985. The Directorate of Adult Education has developed broad guidelines for the preparation of graded neo-literate materials for state governments and state resource centres. Prototype neo-literate materials have also been produced.

The listed activities reflect India's determination to make its 110 million illiterate literate, by involving other government agencies related to development as well as universities in literacy activities. The responsibility for planning and financing, however, rests with the central and state government.

Universities play a substantial role in neo-literate materials production and training literacy programme personnel including supervisors and project officers. They are also involved at the field level, e.g., some universities run their own adult education centres and intensively carry out developmental activities. Student volunteers are the major force in these programmes.

Besides universities, voluntary agencies contribute to literacy activities as catalysts in a wide variety of activities including education, health care, rural development and village industries at the field

level. In some states, voluntary agencies assume the function of state resource centres, as well.

In describing resource support to the programmes, the Directorate of Adult Education serves as the national resource centre. It is responsible for overseeing the work of the state resource centres and advising the Central Government on technical matters. One of its major activities is key personnel training and keeping them informed of the latest in technical development. Its recent activities are reported as needs assessment surveys, establishment of norms for learners' achievement, development and dissemination of curricula as well as reading, instructional and motivational materials. The Directorate is also responsible for post-literacy activities.

As for administrative structure and financial arrangements, the National Board of Adult Education has been established to advise the Ministry of Education which is responsible for the overall administration of adult education. Its secretariat is the Adult Education Division which also deals with inter-ministerial co-ordination and oversees the implementation of programmes at the state level.

At the state level, the State Directorate of Adult Education is responsible for planning and arrangement for funding of adult education programmes in its districts. Each state has its own State Board of Adult Education and Steering Committee.

At the district level, the Collector and his assistant, the District Adult Education Officer, work together in co-ordinating promotional activities, overseeing and monitoring programmes implemented by other agencies and identifying potential resources of adult education programmes in the district.

At the Project level, there are about 300 centres in each project. The Project Officer is responsible for planning and implementing literacy programmes.

Considerable progress in adult education has been made during the Sixth Plan (1980-1985). Women and other disadvantaged groups who constitute the majority of illiterates have been receiving due attention. The establishment of State Resource Centres has substantially contributed to the programme's success as they provide the field functionaries with much needed technical support. Enthusiastic involvement of university communities and voluntary organizations have added to the success of the programme. The integral approach involving other ministries has also been praised as a sensible approach.

Some major problems are the often heard problems of sustaining motivation, co-ordination among various concerned agencies, inadequate personnel training, community mobilization and post-literacy.

Looking ahead, the Seventh Five-Year Plan clearly spells out the direction of India's programme to eradicate illiteracy. Potential tactics for utilizing the 'mass approach" are given. Some examples are given, such as assigning employers the responsibility of upgrading their workers' skills, and involvement of 'educated' persons in the "each one, teach one" approach.

This account of India's programme, gives not only an insight into the country's previous activities, but also an 'inside view' of its future direction. India's commitment to the cause cannot be overlooked. The numerous case examples that are given help convey a sense of definiteness of the country's steady progress in its long hard fight against illiteracy. Pictures allow readers a glimpse of actual literacy activities in different parts of India.

TEXTBOOK DISTRIBUTION IN NEPAL

New ERA (New Educational Research Associates). ***Impact of the free textbook distribution programme on primary school enrolment in Nepal; report . . .*** Kathmandu, 1982. 101 p.

The document under review is a report of a three year study on the impact of free distribution of textbooks on the primary education programme in Nepal.

In Nepal, primary education is free and textbooks are also given free of cost. The Free Textbook Distribution scheme was assisted by UNICEF. Educational planners in Nepal had hoped that the provision of free tuition and textbooks would improve educational participation by the disadvantaged and deprived groups particularly in geographically difficult regions and reduce dropout and educational wastage.

A study was conducted by New Educational Research Associates (New ERA) to determine the effectiveness of the scheme and was financed by UNICEF.

The study attempted to assess :

1. The impact of FTDP on primary school enrolment patterns in the remote areas particularly among disadvantaged groups;
2. Long term effects of the programme in terms of retention and attrition rates;
3. The effects of the programme on the academic performance of the students;
4. Problems relating to the programme as seen by the villagers;
5. The life-span of the textbooks and possible mechanisms for recycling them.

The study attempted to measure the impact of the Free Textbook Distribution Project in terms of the increase or decrease of enrolment, attendance, performance, and change in attitudes towards

education among parents, teachers and local leaders. Effectiveness of the operational aspects of the scheme were determined through an analysis of publishing and book distribution practices, methods used for enrolment projection, and book collection and recycling practices.

It is reported that school enrolment increased significantly particularly for female students. However, it was found that a higher proportion of girls than boys were dropping out of school.

Enrolment figures were found reaching a peak, in the first year (1977/1978) which remained static for a short period and started increasing in 1979/1980. In remote areas, however enrolment was found to have increased sharply initially which was followed by a slight decline.

It is observed that the free textbook distribution scheme contributed significantly in raising enrolment. The study reports that parents were found increasingly willing to send their children to school as the textbook scheme relieved them of the major part of the financial burden they had to bear for the education of their children. It is also reported that there were children who came to school primarily to acquire free textbooks although their numbers were found to be small.

The study reports that there was a very high drop-out in the first grade and those completing primary education were less than 20 per cent. No significant trends were observed in favour of improved drop-out or repetition rates following of the free textbook distribution scheme. It is reported that the drop-outs were engaged either in economically gainful activities or housework, or transferred or migrated to other schools, and locations.

It was anticipated that the free textbook distribution scheme would contribute positively in the improvement of enrolment and attendance. It was found that the number of children enrolled in school was positively influenced by the scheme. However, attendance trends were found to be better prior to the implementation of the scheme.

Responding teachers were of the opinion that students' commitment and regularity had improved with the introduction of the scheme. However, analysis of attendance records revealed that although more children were enrolled, a large number of them were irregular and even failed to attend school after the scheme was introduced.

It had also been anticipated that promotion rates would increase as a result of the implementation of the free textbook distribution scheme. On the contrary, it was found that the rates of student promotion were higher in all three grades prior to the implementation of the free textbook scheme.

However, the performance of book receivers in language and mathematics was found to be higher in all the participating regions compared to those of non-receivers.

It is reported that teachers and village leaders held positive views about the scheme and they felt that the scheme was promoting improved attendance in schools.

In making an assessment of the condition of textbooks, the study reports that 45 per cent of books were found damaged mainly in the form of lost covers and unreturned books in one academic year. It is reported in this respect that the schools did not have clear guidelines and lacked a suitable mechanism for handling returned-books. Guardians preferred their children to receive new books rather than the ones already used.

The study reports that there were large discrepancies in the estimation and actual requirements of textbooks causing either shortage or oversupply. Other problems included the late arrival of books in the districts, inadequate storage provisions and unsatisfactory record keeping. The report includes a set of recommendations particularly focused on the improvement of management and monitoring of the free textbook distribution scheme.

APPRENTICESHIP IN SRI LANKA

Sri Lanka. National Apprenticeship Board. ***Apprenticeship in Sri Lanka.*** Colombo, [1983]. p.

This is a special publication of the National Apprenticeship Board brought out at the time of the commemoration of the Tenth Anniversary of its establishment. The publication describes in seven different articles the system of apprenticeship training in Sri Lanka and its linkages with the system of technical and vocational education and training as well as with the total training effort to provide skilled manpower for development needs of the country.

Sri Lanka's economy has always been basically agricultural, and this is reflected in the expansion of the plantation industry. In recent years, due to the Government's direct participation in industry and the construction of the infrastructure, a large number of State corporations and statutory boards have been set up for direct involvement in rapid industrialization and modernization. Besides economic diversification, industrial training was recognized as a major instrument of economic policy and a key factor in upgrading the economy. In the late 1960s a survey was made to identify and assess facilities for industrial training.

The government took early action to consolidate, co-ordinate and expand the institutional training facilities but realized that formal institutional instruction and training alone would not suffice for a variety of reasons, significant among these being the expense of institutional instruction, lead time for expansion of formal training arrangements, in-built limitations of viability for the demanding manpower situation, adjustments to the changing requirements of modern industry, obsolescence of machinery and equipment as a result of technological advancement, and the need for initial and in-service training of instructors to avoid their becoming inferior to practising craftsmen. In its search for supplemental support to existing institutional arrangements the Government instituted the system of apprenticeship for vocational preparation which can be adopted

with modification to meet such diverse and varied demands as life skills of tribal communities, production skills of craftsmen and vocational skills of those preparing for the professions.

Presently, technical and vocational education and training is an integral part of the social and economic system of the country and apprenticeship is the major method of training skilled personnel. The network of technical and vocational education institutes in Sri Lanka consists of 21 polytechnic and junior technical institutes and two affiliated technical units. The institutes offer Higher National Diploma, National Diploma, National Certificate and National Craft Certificate and Short Vocational Courses. The Higher National Diploma Courses are available only in the field of management studies and are equivalent to a university degree. The National Diploma courses are of two years duration and are followed by six months of in-plant training. Most of the National Certificate Courses are part-time courses restricted to those employed in the relevant fields. Technical institutes offer a variety of short-term courses ranging from three months to one year and concentrate on the training of operative skills and the acquisition of practical know-how. Both craft level and short vocational courses are employment-oriented.

The system of apprenticeship in Sri Lanka is administered by the National Apprenticeship Board (NAB) which was established in 1971 with the objectives of formulating and implementing the scheme of training to cover various categories of apprentices required for the industrial and agricultural development of Sri Lanka. By 1981, the Board had expanded its activities to have as many as 12,000 apprentices at any given time.

The establishment of NAB in Sri Lanka is regarded as a watershed in the vocational training history of the country. The Board besides encouraging industry to play its role in the training effort also co-ordinates, promotes, monitors, supervises and maintains the apprenticeship system through the statutory powers it enjoys by virtue of its establishment under an Act of Parliament and the flexibility of its operations through its autonomous character. NAB's greatest contribution has been the quiet marshalling of training resources in all sectors of the economy and in transforming apprenticeship training into a truly national scheme acceptable to both employers and apprentices alike.

The working of the Board is characterized by four outstanding features: firstly, it is tripartite having representatives from the Government, employers in commerce and industry and trade unions; secondly, all ministries and government departments concerned with education, training, labour and agriculture are represented; thirdly, it has representatives with special knowledge and experience of matters relating to training, labour and industry; and fourthly, the main Executive Officer is also Chairman of the Board and Director of Apprenticeship.

The Board utilizes standing and ***ad hoc*** National Apprenticeship Committee in addition to its technical staff to perform technical functions. The Committees that most frequently meet include those on training standards, curriculum and syllabuses, construction of sample trade tests and tools of assessment. The concept of community participation is enshrined in the constitution of all the committees and it is mandatory for each committee to have representatives from employers, trade unions and departments of education and labour.

On requests from employers, Inspectors of Apprenticeship assess vacancies for training in industry and draw up a roster of candidates. Although the candidates are not assured or given any promises of employment after apprenticeship, the number of candidates for apprenticeship vacancies is normally three to five times the number of vacancies in view of the usefulness of training and the employability of previous trainees. The selection of apprentices rests with the employers but NAB ensures that the selected applicants possess requisite qualifications and are from close proximity.

On recruitment all apprentices enter into a 'Contract of Apprenticeship' with the employer which is registered with the Director of Apprenticeship. The training standard required of every skilled worker in a trade or occupation is laid down by the NAB. Every apprentice is required to buy a 'training standard' so that he is aware of what is expected of him. The testing and certification of apprentices is done by NAB in accordance with established trade tests for each category of apprentices. NAB also lays down working conditions for apprentices including total number of hours, leave entitlements and holidays. All apprentices receive an apprenticeship allowance from the Government and not from the employers.

The designated areas of apprenticeship in Sri Lanka are : craft trade level; technician level; engineering undergraduate level; artisan level; sub-technician level and special as well as situational apprenticeships requiring longer on-the-job training or tailor-made apprenticeships catering to the needs of workers changing job in the same trade or occupation from one employer to another. The duration of apprenticeship varies from 12 months to four years. The engineering undergraduate and polytechnic students undergo periods of in-plant training in industry in accordance with their curriculum. The polytechnic students undergo 12 months apprenticeship training in the third year. The engineering students spend short periods of in-plant training during the first three years beginning with general engineering in the first two years and moving into their areas of specialization in the last year.

The NAB also runs programmes of group training in view of limitations of small industries to offer full scope of training facilities as laid down in the Training Standard. On the one hand this system enables an apprentice of one employer to be rotated around workplaces of other employers in the group according to a pre-arranged training schedule; on the other hand the co-operative group training system helps, in particular, the rural youth in the acquisition of training and eventually employment in the close proximity of their homes which in turn results in the improvement of the rural environment and retention of rural youth at home instead of their being enticed away to cities.

Other significant features of apprenticeship in Sri Lanka relate to assistance to apprentices in acquiring basic language structures and vocabulary relevant to appropriate situations through aural-oral practice and training in entrepreneurship for self-employment as a pilot project in co-operation with the Bank of Ceylon to provide selected youth investment capital up to Rs. 100,000 (US $4,000) as participatory investment for small projects.

The programmes of apprenticeship training offered by the Board apart from traditional, industrial and agricultural occupations cover areas such as hotel industry, driver training, stenography and cinematography.

One of the major constraints to the Boards' progress has been lack of availability of training places in the public and private sector

enterprises to accommodate all the applicants. In addition to enlarging and expanding the number of training places both in the public and private sectors, the Government has set up two apprenticeship training centres at Katubedde and Katunayake in the Free Trade Zone to serve as models for similar efforts by the industry for improving the quality of apprenticeship training and meeting the shortfall in the number of apprentices in different fields.

This measure has enabled the Board to protect its operations from the control or limitations of opportunities made available by the public and private sector enterprises.

LIVE AND LEARN

Whether it is the dense forest with trees of all sizes, the view of the green mountains in every direction, or the River Kwae Noi flowing past, the natural environment is a fundamental element of the refreshing atmosphere in which the children can develop and grow up naturally.

The trees become a climbing frame as well as a source of delicious fruits in the appropriate season. Mountains and forest are transformed into means of knowledge as the children are prompted to ask such questions as: 'Why are there so many trees on the mountain'? The river and beach become an exercise ground, a place of adventure and a place to fulfil creative impulses. Some children build dams on the beach, make mountains or caves or construct villages. It is all up to the imagination of the individual.

Such are the natural surroundings of Rongrien Mubaan Dek (Children's Village School) at Tambol Tasao in Kanchanaburi. This experimental place of learning was founded in 1979 to provide free board and education to children who were either orphans or who came from poor or broken-home families. The philosophy of education is based on a combination of Buddhist and Summerhillian principles and the aim is not only to provide traditional learning but also to offer full freedom and provide scope for developing a sense of both love and responsibility. So far, some 60 children have been admitted to the school and these youngsters share their lives with adults who help facilitate the development of their full potential. Just one stipulation is imposed: 'You can do whatever you like so long as it does not trouble others or the group as a whole'.

The children's day begins at first light. Some first wash their faces and clean their teeth while others rush straight off to play, but all, following a School Council's ruling, will brush their teeth before being called to breakfast whether they play first or later.

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Breakfast is at 8 a.m. when the adult on duty calls the children to come and eat. At first queuing for breakfast and other meals would produce a near riot as some kids would push and shove to get at the food. This was caused by fears, instilled from the child's early home experience, of going without food – a not unfounded fear in many cases. But assurances that no one would go without at the school were quickly accepted and this new-found confidence, plus a Council ruling prohibiting pushing in the queue, now assures orderly meal times.

In fact, the guarantee of food for everyone did have an adverse side-effect with some of the children lingering over play after being called to eat. This, however, was soon solved when the Council ruled that anyone coming to eat after their friends had already finished would foresake their right to eat at that meal.

Morning classes begin at 9 a.m. with the teacher calling the children into line to pay respect to the flag and say a prayer. Attendance at classes, however, is not compulsory and the Children's Village School holds that learning is an individual's right. Anyone can choose to learn or not to learn. But there is a proviso that those who do not want to learn cannot annoy or infringe on the right of those who do.

The number of pupils attending classes vary, depending on the level of interest at different times. For example, at the beginning of a new term attendance is high but gradually decreases until there is a nucleus of children seriously interested in learning. Age is also a determining factor with greater stability among the 8–10 year olds while the younger children tend to attach more importance to play than to attending classes. Nevertheless, play is seen as part of the learning process, being a means of supporting physical, mental, emotional and social development and also a fulfilment of the children's natural needs.

Subjects studied during the morning are mainly the Thai language and arithmetic, plus reading and writing. But the school realizes that the children must not be given the feeling that learning only takes place in the classroom. The procedures of life and the entire society of the school are viewed as important parts of the children's learning and life experience.

A common question asked by visitors to the school is whether intermittent attendance at classes causes problems in keeping up with the teaching. But this has been found to be only a minor obstacle since the teacher/pupil ratio is low and following the development of reading, writing and arithmetic is easy with the teachers knowing the ability of each child. Moreover, those who are interested and self-motivated are able to learn quickly and can catch up on missed lessons without much difficulty.

Lunch is at noon with all the children being taught the importance of washing hands before eating, something checked by those on duty to serve food to their friends and wash the trays. The midday meal is followed by play until 1 p.m. when the afternoon classes begin.

Afternoon lessons stress activities that help build up real life experience. Depending on the day of the week, classes will involve role playing and mime, creative work such as sculpture or woodwork, and vocational subjects such as agriculture and cookery.

Wednesday and Saturday afternoons are given over to holding School Council meetings which settle issues concerning daily life, discuss suggestions made by members and decide on punishment for those who have broken school rules.

The Wednesday meeting is held especially to enable those children who do not live at the school regularly to join in the discussions and give their ideas and opinions on the various subjects raised.

Learning finishes at 3 p.m. at which time the children can play as they like. The hour from 3 - 4 p.m. is also snack time when sweets or fruit are served — a treat the deprivation of which is often used as a form of punishment for misbehaviour and which has been found to be most effective. Indeed, punishments such as this imposed at council meetings are surprisingly well accepted by the children who respect the rules and are generally most honest in following resolutions passed.

Each day from 4 - 5 p.m. is bathing time with two adults being responsible for taking the children down to the river. But before this everyone must wash their clothes, an unpopular task that requires constant supervision.

Bathing is one of the activities enjoyed most with the children romping joyfully in the water or along the beach. Such is the enthusiasm generated that a newcomer may jump straight into the water forgetting that he or she cannot swim. This has happened on more than one occasion and while adults are on hand to take care of the children, a bellyful of water quickly inspires a desire to learn to swim properly.

Night-time is for children's activities, generally dancing and singing, although on Friday evenings there is a special programme arranged by the adults and children. This may be a puppet show or a play in which both boys and girls clamour to perform.

Dancing and dramatic activities are extremely useful in that they give the children an opportunity to show off their own dreams and ideas. More importantly, these activities give the chance of expressing emotions that have built up inside and the children can dance freely according to the dictates of their individual natures. Dancing can also help certain children overcome feelings of inferiority as illustrated by one boy who has rather large ears which inhibited him in play acting but which were completely forgotten when he showed off his style and rhythm in dancing.

One of the most special evenings for the children is film night, generally held one Saturday a month. On these occasions there is great excitement with the kids hurrying to eat and get dressed early before crowding into the van to go off to the film show.

Seeing a film once a month seems too infrequent for the children and suggestions have been made to make the occasion a fortnightly event. However, this is not possible since there is not always a film showing, or maybe the film is unsuitable for children.

Consideration of a film's suitability, or at least possibility, is left to the adults' discretion. This goes against the children's feelings and they think the adults are obstructing their desires. The adults, however, have discussed this problem among themselves and all have agreed not to let film-makers have a dominating influence on children where the subject is undesirable, whether in terms of morals or values. Thai film-makers often ignore such problems, thinking only in terms of box office profits.

At the school censorship does not only involve films. Books have to be considered for suitability by the adults before they are

given to the children to read, especially those that concern spirits, ghosts and crime. This is because it was considered that there is no use in letting mindless opportunists fill the children with fear and apprehension.

All the day's activities end around 8.30 - 9.00 p.m. when the school must turn off the electricity. But before that all the kids are made to brush their teeth and, once this task is over, generally there will be a request for a bedtime story. Stories and children seem to go together and visitors to the school will usually be asked 'Can you tell us story'.

Sunday is a holiday and all adults stop work except those responsible for cooking. Usually there will be an outing for the children, either to a waterfall, for example, or to a friend's house, which will have been suggested and agreed upon at the previous Council meeting.

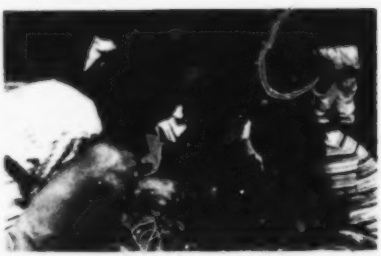
Since most of the children attending the school have suffered deprivation in early childhood, missing out on proper love and attention, being subject to parental violence or being sent out to work at a tender age, communal life at the school can at first be problematic. Conflicts and quarrels break out and sometimes communal property is destroyed. But this problematic behaviour decreases as the children receive freedom and love, time being the instrument of care. Important in solving problems and resolving various cases of conflict are the Council meetings. The Council is a body which is accepted by all and is held to be the lawmaker of the school in order to control the behaviour of its members so they may live together happily. The children's relationships are also moulded by the important medium of play.

It is undeniable that the relationship between adults and children at the school is still one of those with power exerting it on those without. It is hard to decide exactly when interference is justifiable but adults will accept a child's refusal at times – and vice versa – with the Council again being a means of regulating behaviour and relationships.

Children who come to live at the school have little opportunity to maintain contact with their homes and a stipulation is that the children's guardians should come and visit at least three times a year, but few actually do. In the vacation some children go home but others cannot since they are either not wanted or they have no idea

where those at home have moved to. Those whose homes are close to the school will return regularly and will generally invite a favoured friend to accompany them. Those so invited are usually thrilled.

The school is a dynamic life. Everyone can do whatever activity he or she likes. Everybody is happy and free from worry. Everybody can live his or her life in a worthwhile way, for each can spend time as he or she chooses, nobody dictates. The rules of living a communal life truly come from the group.



Notes on Asian Documents

NOTES ON ASIAN DOCUMENTS

The Educational Documentation and Information Service (EDIS) of the Unesco Regional Office for Education in Asia and the Pacific, Bangkok, continues to build up its documentation resources, which include a major collection of publications on education in the Asia and Pacific region. The annotated references printed below signal some interesting documents recently received. The Unesco Regional Office will appreciate being notified of documents from Asia and the Pacific related to education in the region published within the past few years, which have not been included in its bibliographies. Better still, readers may wish to send the actual documents to EDIS, Unesco, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.

[ACCU] 17th Training Course on Illustrating for Children in Asia and the Pacific, Tokyo, 20 October-8 November 1984. ***Development of illustrating for children, report.*** Tokyo, Asian Cultural Centre for Unesco (ACCU), 1985. 84 p.

The purposes of this course were to: (1) assist illustrators of children's books to expand and correlate their skills and ideas in producing books; and (2) provide a forum for exchanging views and experiences.

Twenty-two illustrators from 16 countries in Asia and the Pacific were invited to participate in this course. Apart from the lectures, observation tours and discussions, group workshop sessions to produce picture books and ***Kamishibai*** (picture plays) were introduced this time. The workshop enabled the participants to work closer with the instructor and other illustrators and to learn from different perspectives.

Compiled in this report are lecture notes, products of the workshop with instructors' comments and reports by the participants on children's book production in their respective countries.

[APEID] Study Group on Inter-Institutional and Other Co-operative Networking Structures, Bangkok, 6-17 November 1984. ***Mutual co-operation for school development, some experiences from Asia and the Pacific.*** Bangkok, 1985. 58 p. (Asia and the Pacific Programme of Educational Innovation for Development).

The Philippines, Sri Lanka and Thailand report on how their attempts to mobilize institutional capacities for mutual support in educational development programmes are taking shape. One step which seems to have a great potential towards energizing people is the adoption of the innovative inter-institutional co-operative networking structure. The thrust in this innovation is, as is evident in the salient features of the networking structures of selected countries given in Chapter One of this report; the inter-dependence of schools for solving their problems; the mobilization of the existing human resources within schools for staff development; the in-service education obtained by teachers from one another by sharing available skills and resources within the school cluster system; and the co-operation with the community around the school for generating new resources.

[APEID] Task Force Meeting on Co-operative Development of New Models of Secondary Education, Jakarta, 26-31 July 1984. ***In search of new models of secondary education, report.*** Bangkok, Unesco, 1985. 74 p. (Asia and the Pacific Programme of Educational Innovation for Development) 373.95 APE

This meeting was organized in collaboration with the Office of Educational and Cultural Research and Development (***Balitbang Dikbud***), Indonesia. Six countries, namely: Australia, India, Indonesia, Japan, Republic of Korea and Thailand presented country reports on major trends and issues in their secondary education which are concerned with the restructuring of secondary education in terms of social relevance, curriculum, modernization, linking education with productivity, human resources development and planning and management of the system. The participants also worked out a scheme for planning and evaluation of their programmes. A plan was also prepared for further co-operative action for development of new models of secondary education and for follow-up work by individual countries. (Chuchit Chaichana)

Chelliah, T. ***Environmental training programmes and policies in ASEAN; an overview.*** Singapore, Regional Institute of Higher Education and Development, 1985. 165 p. 614.7 CHE

This monograph attempts to outline the state of environmental education in the ASEAN region and to assess the extent to which it addresses the full dimension of the environmental problems that prevail. The study begins with a discussion of the nature of the complex environmental problems faced by the nations of the region. Geographically located in an area that is a semi-enclosed sea, the nations share certain broad similarities in the cause and effect of their environmental problems. In addition, however, each nation is confronted by problems that are unique to itself. A conscious attempt has been made in this study to highlight problems that are only salient to certain countries in the region.

An effort has also been made to examine current teaching and research programmes in the environmental sciences to determine how they have been influenced by both growing environmental problems and increased environmental consciousness. Special attention has been given to national and regional policies since these should, to a certain degree, influence the practice of the art. Detailed documentation of teaching and research programmes has been necessary to assist the analysis of the relationship between environmental problems, both national and regional.

The data presented here was obtained during the course of field visits to institutions and interviews with programme co-ordinators and researchers. Since fine toothcombing of all available documentation is not always feasible, minor details of programmes and plans might be inadvertently missing in this monograph. The data, though up-to-date at the time of preparation is also naturally subject to environmental and policy changes from time to time. (T. Chelliah)

Chia, Lin Sien. ***Higher education and marine food resources in Indonesia, Malaysia, Singapore and Thailand.*** Singapore, Regional Institute of Higher Education and Development, 1984. 113 p. (RIHED Research series)

This study arose from the initiative of the Regional Institute of Higher Education and Development (RIHED) in examining the role of higher institutions of learning in meeting basic human needs including food, shelter and health. The focus is on the sea as an important source of food and animal protein which can be indispensible to the poorer communities in the region, and on an examination of current programmes of teaching and research on marine fisheries and the attending problems and achievements attained.

This study points out that for members of RIHED, the marine fishery industry provides employment for over one million persons and is a significant source of foreign exchange. However, there is an urgent need for training fisheries operatives and management and research personnel. Countries that are members of RIHED have diverse research and training/education activities which should be clearly defined in order to avoid costly duplication and instead bring about greater co-operation between universities/training and research institutions and all interested parties in fisheries.

Diagnostic studies on educational management: country studies. Bangkok, Unesco, 1984. 11 booklets in 1 vol.

In response to the expressed needs of Member States and in conformity with the priority accorded in the Unesco Medium-term Plan, UNDP funded an inter-country project aimed at "Increasing efficiency in education through improved management and planning", RAS/81/014.

As one of the initial activities under this project, a number of Member States were invited in 1983 to form national task forces and conduct diagnostic

studies in educational management. These diagnostic studies are designed to identify crucial problems affecting the operational efficiency of education systems; to develop and apply appropriate management and planning methods to cope with these problems; and to facilitate the development of suitable training strategies and systems. These studies provide a base-line survey of educational management problems, methods and techniques and should stimulate initiatives and actions directed to the improvement of educational management and planning in participating countries. Included in this set are country studies of Bangladesh, China, India, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka and Thailand.

8th Regional Conference of National Commissions for Unesco of Asia and the Pacific, Manila, 29 November-4 December 1984. ***Final report.*** Manila, Unesco National Commission of the Philippines, 1985. 72 p.

The participants of this Conference representing 24 member states of the Asia/Pacific region focused their attention on problems attendant to the situation of the deprived and under-privileged, and on how Unesco could become more effectively involved to promote human development and achieve understanding, co-operation and peace. The ten recommendations for action converged upon the essential need to continue to make Unesco's programme become a more potent force for the advancement of the people's of Asia and the Pacific so that they could associate themselves with the rest of the world with the dignity they deserve. (P.A. Castro)

Environment, development and youth. Bangkok, UN Economic and Social Commission for Asia and the Pacific (ESCAP), 1985. 82 p. (ECU/ED/TG/1)

To strengthen popular participation in the building and maintaining of a wholesome environment, ESCAP organized an essay competition in 1983 for students in primary and secondary schools as well as in colleges and universities in the Asia/Pacific region. For the younger students the topic of the essay was "The environment and what it means to me"; the older students were asked to write on "The environment and development: two sides of the same coin". This publication is a collection of the winning national and regional compositions which, according to ESCAP, "demonstrate a heartening perceptiveness of the relationship between environment and development".

Japan. National Institute for Educational Research (NIER). ***Educational developments in Asia and the Pacific; a graphic presentation.*** Tokyo, NIER and Bangkok, Unesco, 1984. 25 p.

This booklet reproduces 25 graphic panels to depict the development of education in the region and to provide insight into its future directions for development. The booklet covers statistics for population, school education structure, enrolment, teachers and educational expenditure.

Literacy situation in Asia and the Pacific; regional overview and country studies. Bangkok, Unesco, 1985. 11 booklets in 1 vol. 379.24

The regional overview of the literacy situation in Asia and the Pacific points out that illiteracy is invariably associated with mass deprivation and socio-economic underdevelopment, and that the problem of illiteracy will not solve itself in the flux of time. Without organized literacy action, illiteracy will continue to stagnate indefinitely, along with the associated ills of poverty and underdevelopment. This set of national studies prepared recently for Unesco by ten Member States: Bangladesh, Burma, China, India, Indonesia, Nepal, Pakistan, Philippines, Socialist Republic of Viet Nam and Thailand describes the policies and programmes and target years for the attainment of full adult literacy in each of the countries.

Sub-Regional Workshop on the Development of Systems and Structures for Producing Textbooks and Other Related Teaching/Learning Materials, Bangkok, 17-27 September 1984. ***Textbooks and related teaching/learning materials for primary classes; final report of the Workshop;*** organized jointly by the Department of Curriculum and Instruction Development and Unesco ROEAP. Bangkok, Unesco, 1985. 72 p. (Asia and the Pacific Programme of Educational Innovation for Development)

The participants from Bangladesh, Malaysia, Maldives, New Zealand, Papua New Guinea, the Republic of Korea, the Socialist Republic of Viet Nam, Sri Lanka and Thailand in their analyses of teaching/learning materials found the factors which affect the content of teaching/learning materials and methods of teaching are: (a) the teachers themselves; (b) the pupils; (c) parents; (d) curriculum developers; (e) the teacher trainers and supervisors; (f) the mass media; (g) subject matter specialists and researchers; (h) publishers; (i) book distributors; and (j) educational distributors.

The country reports showed that each participating country has established various organizations and agencies to produce and distribute textbooks and related printed materials appropriate to its conditions and needs. The final chapter lists suggested activities the countries intend to undertake following the meeting.

Towards universalization of primary education in Asia and the Pacific – regional overview and country studies [compiled by] the Asia and Pacific Programme of Educational Innovation for Development. Bangkok, Unesco, 1985. 13 booklets in 1 vol. (Asia and the Pacific Programme of Educational Innovation for Development). 372.95 TOW

Universal primary education was first adopted as a goal for the countries of the Asian region in the 'Karachi Plan' (1960), which proposed 'that every country of this region should provide a system of universal, compulsory and free

primary education of seven years or more within a period of not more than 20 years (1960-1980). . .' This target has not been attained, due in part to a more rapid expansion of the population than foreseen in 1960. However, some of the shortfall is attributable to a slackening of the expansion of primary education in the early 1970s, which followed changes in the education and development policies of some countries.

Universalization of primary education (UPE) has now been accepted by many governments in the region as a priority objective, and target dates have been fixed for achieving it. The effect of this renewed commitment on the provision of primary education for all children is reported in this set of country studies by Bangladesh, China, India, Indonesia, Nepal, Pakistan, Papua New Guinea, Republic of Korea, Socialist Republic of Viet Nam, Sri Lanka and Thailand.

Unesco-NIER Regional Workshop on the Study of Elementary Curriculum in Asia and the Pacific, 28 February-15 March 1984, Tokyo. ***Joint study on some major developments in elementary school curriculum in Asia and the Pacific countries: research design*** [and] ***report.*** Tokyo, Section of Educational Co-operation in Asia, National Institute for Educational Research (NIER); 1984. 129 p.

For the purpose of formulating a research design for a study on primary school curriculum, NIER organized a Regional Workshop in collaboration with ACEID, Unesco Regional Office, Bangkok, within the framework of APEID. The objectives of the Workshop were to: (1) review the curriculum development work undertaken by the participating countries in the region for the past ten years; (2) identify major trends in respect of curriculum development in the region; and (3) develop a research design for the joint study of elementary curriculum in the region.

Topics which were considered for inclusion in the study are: integrated curriculum, moral education, work-oriented education and curriculum load.

Unesco. Office of the Regional Co-ordinator for Unesco Programmes in Asia and the Pacific. ***Statistical digest for Asia and the Pacific, 1984: education, sciences, culture, communications.*** Bangkok, 1985. 84 p. 315 UNE

This publication is a compendium of extracts from the Unesco Statistical Digest 1984 plus a number of summary statistical tables and charts taken from other Unesco publications. It aims at presenting a quantitative overview of the situation and development in education, science, culture and communication in the Member States of Asia and the Pacific. While the bulk of the data shown in this publication have been drawn from the Unesco Statistical Data Bank, statistics of a demographic or economic nature that are found at the beginning of each country table have been extracted from various publications and documents of

the United Nations and the World Bank, especially from the ***Economic and Social Survey of Asia and the Pacific 1984*** and the ***World Development Report 1984.***

This publication covers 31 Member States of Asia and the Pacific. Data presented for education, science and technology, and culture and communication are shown for 1975, 1980, 1981, and 1982. In a number of cases, however, data shown for a given year may actually refer to an earlier or later year. This is indicated in a footnote. Data on illiteracy have been mostly derived from the latest census results that were made available at the time this publication was prepared. Data relating to the size of total population are mid-year estimates while the rates of exchange are the mid-point rates at the end of the period.

[Unesco] Regional Consultation Meeting, Seoul, 10-13 October 1984. ***Teaching and research in international law in Asia and the Pacific; report of. . . Meeting,*** convened in collaboration with the Korean Association of International Law and the Korean National Commission for Unesco. Bangkok, Unesco, 1985. 264 p. (Social and Human Sciences in Asia and the Pacific. RUSHSAP Series on occasional monographs and papers, 11)

The country papers presented by Australia, India, Indonesia, Japan, Pakistan, the Philippines, Republic of Korea, Sri Lanka and Thailand indicate that international law is taught in all these countries, but there are differences in how recently the course has been introduced, the level at which it is taught, its role and relevance in dealing with problems ranging from international peace and security, economic and social development and maintenance of human rights. Regional co-operative endeavours were suggested for easing serious problems related to access and dissemination of information, improvement of the quality of the courses and of the teaching staff, employment of graduates and areas requiring research.

Unesco. Regional Office for Education in Asia and the Pacific, comp. ***Directory of national institutions of educational planning and administration in Asia and the Pacific.*** Bangkok, Unesco, 1985. 72 p.

This Directory of national institutions providing in-service training in educational planning and administration is an attempt to bring together information on special training institutions for educational planners and administrators which have been established in recent years in the countries of Asia and the Pacific. The Directory was compiled on the basis of questionnaires completed by the respondents concerned. The objective of the Directory is mainly to provide reference information which will strengthen regional co-operation in training, research, management and planning in the field and promote exchange of information between institutions as well as between individual scholars.

AUSTRALIA

Australian Bureau of Statistics. ***Australia's youth population, 1984; a statistical profile*** [by] R.C. Cameron. Canberra, 1985. 149 p. (Catalogue no. 4111.0).

This publication is a contribution to International Youth Year (1985) to provide a reference for policy and planning in youth affairs. The main areas covered in this report are population and families, health, education, working life, income, crime and housing. Each of these areas constitutes a separate chapter. A notable exclusion, due to the lack of suitable data, is leisure and recreation. . . the bulk of the data attempts to present a current profile of youth and to show changes to this profile over the last decade or so.

Chapter 4 shows that in August 1984, 288,900 persons aged 15-24 were unemployed representing 47.8 per cent of all unemployed persons. In terms of educational attainment, less than half (40.6 per cent) of school students complete the final year of secondary schooling (see Chapter 3). Of those students who complete the final year of secondary education, approximately 42 per cent proceed directly to university or a college of advanced education. At 15 years of age, approximately 9 per cent are not attending an educational institution and this increases to 60 per cent for persons aged 18 years.

As a result of unemployment and other circumstances a large proportion of youth are dependent on government cash benefits for their income. Other issues covered in this report include the relatively high proportion of motor vehicle deaths involving young people, relatively high incidence of crime among young persons, and the growing numbers of homeless youth. International Youth Year (IYY) should draw attention to the situation, needs and aspirations of young people, and develop action programmes in favour of young people. The aim of this report is to make a contribution to meeting these objectives. (The Bureau)

Australia. Commonwealth Department of Education. ***Australian education directory, 1985.*** Canberra, Australian Government Publishing Service, 1985. 169 p.

Institutions, associations and names of people are listed under the following categories: major national bodies in education; Commonwealth education territories; state and territory government school authorities; technical, adult and migrant education authorities and organizations; non-government education authorities and organizations; professional organizations, higher education authorities and organizations and higher education institutions. The directory provides an index to names, associations and institutions and an appendix listing acronyms and initials listed in the directory and their names in full.

Chapman, Judith D. ***A descriptive profile of Australian school principals.*** Canberra, Commonwealth Schools Commission, 1984. 108 p. 371.2 CHA

This study is part of a major project known as the Professional Development of Principals Project which has among its aims: to foster positive educational leadership and support in schools and in the community; bring about heightened awareness and understanding of the role of the principal in providing educational leadership; make employing systems and school principals aware of a variety of professional development schemes to assist the development and refinement of leadership skills; assist in the development and refinement of an employing system support for professional development of principals. Data were collected by use of a questionnaire survey regarding: personal background, formal education, work experience and professional development activities. The results of the survey showed that: most of the principals are male in government and independent schools. The modal and mean age of principals is 40-44. Senior administrative experiences; work experiences outside education and experiences in roles drawing on and developing the ability to relate to people and communicate with staff, students, parents, employing authorities and community are aspects of work experience identified by principals as most important in their preparation for the principalship. Three other tasks which have also been undertaken to assist the Professional Development of Principals Project are: summarization of selection and appointment procedures of principals in Australian schools, identification and documentation of existing courses for principals, and study of perceptions regarding the role of the principal. (Chuchit Chaichana)

Victoria (Australia). Education Department. ***Post-primary education handbook 1984 – Secondary.*** Melbourne, 1984. 238 p. R (Directories) 373.94 AUS

This handbook provides some insight into the philosophy of secondary education; outlines the work of secondary schools; and gives information about people, institutions and organizations associated with secondary education in the State of Victoria.

Wilson, Mark. ***Measuring stages of growth.*** Hawthorn, Victoria, The Australian Council for Educational Research, 1985. 96 p. (ACER. Occasional paper no. 19) $9.00 ISBN: 0 85563 397 2. 153.15 WIL. ACER contact: Peter Jeffery.

This publication summarizes some recent psychometric work applicable to the stage development theory of Piaget and the learning hierarchy ideas of Gagne. These psychological and educational theories assume that learning is not always a gradual progression, but can, at times, occur in spurts. Unfortunately, the measurement models most commonly used today assume that learning is continuous: hence these models display the crucial qualitative disjunctions characteristic of Piaget's and Gagne's theories either as annoying misfit or not at all.

The approach taken here is to modify the modern psychometric model of George Rasch to capture two idiosyncracies of hierarchical theories of learning. One is gappiness which is the lack of a stable state between stages or levels of a hierarchy. The other is rigidity which is the extent to which learners progress through the stages or levels in a fixed sequence. The model that does this, called 'Saltus', provides direct numerical indices of gappiness and rigidity which are simple functions of the estimated parameters. Saltus is applied to an investigation of Piagetian stage progressions in balance beams, shadows and probability and to a Gagneon learning hierarchy in subtraction.

This publication is aimed at educational researchers and psychologists who are interested in cognitive development. In particular the issue of an appropriate measurement model for investigations of stage-like and hierarchical development is discussed, and the importance of finding a match between measurement model and theory of cognitive development is stressed. (ACER)

BANGLADESH

Islam, Shamina. ***Women's education in Bangladesh: needs and issues.*** 2d ed. Dacca, The Foundation for Research on Educational Planning and Development, 1982. 138 p.

Women constitute roughly one half of the population of Bangladesh, and it is the women of the country who suffer the most. Village women in particular are mostly illiterate and traditionally bound by social and religious customs. These are some of the findings of this study, gathered through an analysis of national development plans; census data; surveys; reports of individuals, research institutes private agencies and the Ministry of Education and other government agencies. The study attempted further to see how much opportunity has been provided to women in the education system to give them self-reliance, improve their self-concept and to expose them to the idea of change. The study covered the areas of literacy and primary and secondary education because very few pupils go beyond that level. The findings of the study indicate at least four types of imbalances in educational opportunities for females in Bangladesh which are: unbalanced enrolment and dropout between sexes, acute rural-urban imbalance, curricular imbalance and age-group imbalance. (The Author)

BHUTAN

Unesco Regional Office for Education in Asia and the Pacific. Educational Facilities Unit. ***Expanding physical facilities for primary education in Bhutan.*** Bangkok, Unesco, 1985. 65 p.

To increase the educational level in the country (the literacy rate is presently around 23 per cent), Bhutan is expanding its primary school system. In 1983, requests for almost 100 new schools had been received by the Education Department from different parts of the country; mainly remote areas. In its

Fifth Five-Year Plan (1981-1986) the Department of Education is trying to consolidate and improve the quality of the existing system and slowly expand it. Therefore, together with renovation and expansion of existing schools, the Education Department intends to build 25 to 30 new primary schools. . . The present report has been prepared by Unesco at the Education Department's request. . . It concentrates on presenting the required planning data and on defining the complete process of an adequate national school building programme.

BURMA

Burma. Basic Education Department. ***Primary School Improvement Programme (PSIP); manual.*** Rangoon, The Department and UNICEF, 1984. 102 p. 2d draft. (In Burmese)

In 1982 the government of Burma with the assistance of various communities and UNICEF embarked upon a programme to improve 868 primary schools throughout the country. This activity was named the ***Primary School Improvement Programme (PSIP).*** The Programme and this manual concentrate on the following: choosing, planning and preparing the school site; fencing the compound; designing the playground and sports field; planning the school garden; provision of safe drinking water and adequate latrines, and planning the school building and furniture. The manual is amply illustrated.

Burma Primary School Improvement Programme; aide-memoire of an in-service training programme, Bangkok, 22-30 September 1984. Bangkok, Unesco, 1984. 93 p. 727.1 UNE

By September 1984, a draft manual for PSIP (see document above) had been issued and some 14 pilot schools were nearing completion. Based on this experience a work-study tour was organized by UNICEF to enable Burmese staff to compare their accomplishments with related activities in Bangladesh, Thailand and Maldives as well as to review the PSIP manual with the Unesco staff in the Regional Office for Asia and the Pacific, Bangkok.

The work in Unesco covered seven general areas.

1. Examining the curriculum to identify the requirements for furniture, buildings and school sites.
2. Identification of appropriate furniture designs.
3. Study of various furniture arrangements to meet educational objectives.
4. The design of outdoor spaces for teaching and for play.
5. Architectural and engineering aspects of building design.
6. Data required for a basic school mapping exercise.
7. Improvement and simplification of the PSIP questionnaire.

This document is the result of the vigorous working sessions held during five days in Unesco. The various working papers have been assembled into an aide-memoire of the collaborative work between the Unesco staff, the Burmese UNICEF staff and Burmese government officials.

CHINA

The Central Educational Science Research Institute. ***Selected works of Zhou Enlai on education.*** Beijing, Educational Science Press, 1984. 206 p. (In Chinese)

This is a collection of writings and speeches on education of Zhou Enlai, who served as Prime Minister of the People's Republic of China from 1949-1976. He was extremely concerned about the education of the people and he paid great attention to the development of educational undertakings. Problems related to tasks, policy and guidelines for education of a new China, improvement of teaching content and methods, and raising the level of educators were pointed out by Zhou Enlai as needing attention and improvement for the reconstruction of the country. He followed with interest programmes related to the role and position of education and the role of the intelligentsia in the reform of education. (Feng Ruo Ni)

Central Radio and Television University (CRTVU). ***Radio and television universities in China.*** Beijing, 1984. 10 p. c.f.

Although TV universities were set up as early as 1960 and graduated over 8,000 students, it was after 1976 in line with the socialist modernization that TV universities had to train great numbers of qualified specialists in all fields. This booklet describes the organizational system and administrative structure of the national radio and television network of higher education formed throughout the country, their target students, categories and conditions of students, modes of study, media used, examinations, tutorials and laboratories.

China, People's Republic of. Ministry of Education. Adult Education Department. ***A general survey of worker-staff education in China.*** Beijing, 1984. 27 p. (In English and Chinese) 379.51 CHI

Workers education is a major component of China's educational system and is closely related to the success and failure of China's socialist modernization. There are four levels of systematic general and specialized education for workers – higher education, secondary education, primary education and literacy. This survey describes the programmes tasks and facilities at each level. Useful statistics and photographs of activities are provided.

_____. _____. Office of College Examination for Self-taught Students. ***China's examination system for self-taught students of college courses.*** Beijing, 1984. 18 p. (In English and Chinese)

In 1980, the Ministry of Education drafted the Measures for Trial Implementation of Examinations for Self-taught Students of College Courses. The following year the State Council approved and transmitted the Ministry of Education's report on these measures and agreed that the system should be tried out in Beijing, Tianjin and Shanghai and Liaoning province. In the next two or more years of trial implementation the examination system found an enthusiastic reception among cadres and the general public, particularly among young people and adults who had been studying on their own. In May 1983 the State Council approved the establishment of the National Examination Guidance Committee for Self-taught Students of College Courses and urged the people's governments at all levels to make preparations for the gradual establishment of corresponding institutions in their own areas. The system is now being promoted throughout the country. This pictorial report includes statistics on number of persons who have applied for the examinations in various specializations and who have received certificates.

China Sociology Institute and Institute of Juvenile Studies. ***Attitudes of young people in China to family formation; a study in urban and rural areas in Beijing and Sichuan.*** Paris, Unesco, 1984. 127 p. 362.7 UNE

This study which was commissioned by Unesco gives some remarkable insights into the varying attitude changes of young men and women according to rural or urban setting, educational levels, types of employment, economic status and proximity to centres of economic and social development and in relation to the population policies and programmes of the People's Republic of China. The investigation was carried out by means of a questionnaire which was sent to young people between the ages of 15 and 25 years working mainly in industrial, agricultural, educational, public health, art and financial services. Some of the findings showed that the ideal number of children wanted by young people increases from city to rural areas. Where there is economic and educational development, young people tend to want fewer children.

This investigation also provides a panorama of changing traditional values and customs surrounding marriage, and highlights the concern of young people with overall socio-economic and cultural development within the context in which their own actions are planned.

Sun Xi Ting, Jin Xi Bin and Cheng Xiao Bin. ***The concise pedagogy.*** Beijing, Beijing Normal University Publishing House, 1983. 302 p. (In Chinese)

This is a collection of lectures on: educational theory, teaching methods, primary and secondary education, and administration of schools delivered at Beijing Normal University. The book provides reference material for teachers and administrators in primary and secondary schools as well. The opinions of authors are presented to provide comparative study for readers. (Feng Ruo Ni)

DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA

Kim Il Sung University. Pyongyang, Foreign Language Publishing House, 1982. [60 p.]

The University located at the foot of historic Moran Hill in Pyongyang was founded on 1 October 1946, and is the first university of the country. The University includes a four-storey science library, a national museum, a publishing house, a factory for practice, a chemical pilot plant, a botanical garden, an animal breeding house, welfare establishments and adequate conditions for the study and life of the students, teachers and employees. These facilities as well as university activities are depicted in coloured photographs throughout this publication.

FIJI

Fiji. Education Commission. ***Education for modern Fiji, report.*** Suva, 1969. 126 p.

This report contains the findings and recommendations of the 1969 Education Commission appointed to inquire into the system of education in Fiji and examines the problems. The areas covered are the role of education in an emerging nation, curricula and examinations, language and culture, teacher education, primary education, secondary education, adult education, the education of Fijians, the structure for education, a new teaching service and finance and priorities. The report also includes appendices, maps, and general information on the country. Although the inquiry was carried out in 1969, the report of the Education Commission is an invaluable document which formulates guidelines for current educational policies in Fiji. (Juliet S. H. Yee)

_____. Ministry of Education. ***Annual report for the year, 1982.*** Suva, 1984. 38 p. (Parliamentary paper No. 71 of 1984)

The annual report gives statistical information and highlights the following: (1) There were a total of 1,029 schools on 56 islands in the Fiji Group; (2) Education is not compulsory but 98.4 per cent of 6-11 year olds and 94.5 per cent of 6-13 year olds were attending school full-time; and (3) The net government expenditure on education in 1982 amounted to over 62 million dollars or 17.6 per cent of total national budget.

The report also covers developments in primary and secondary education in government and private organizations, including technical vocational education, teacher training, scholarships, career services, curriculum and advisory services. (Juliet S. H. Yee)

Science Journal. Suva, Science Journal Publications. 1985-

This magazine, which is published monthly, concentrates on world developments in science. It also features articles written by South Pacific scientists,

about their work, research and recent developments in science in the region. The magazine also features simple science experiments, jokes, puzzles, competitions for secondary school students, as well as science compositions written by school children. (Juliet S. H. Yee)

INDIA

India. Ministry of Education. Directorate of Adult Education. ***Adult education components in the development schemes of the Government of India.*** 2d ed. New Delhi, The Author, 1984. 236 p. 374.954 IND

This study contains updated information pertaining to the non-formal education component in various schemes of different Departments of the Government of India until 30 June 1984. This compendium helps to determine the possible linkages that exist or can be built with adult education under different schemes of the Government of India and thus hasten both horizontal and vertical growth of the programme, which is so very essential to achieve the aim of total literacy for the age group 15-35 by 1990. As a source book on linkages, this would help a dialogue between various Ministries and field agencies to identify areas of collaborative action and thereby help in effective discharge of their new responsibility. As education is the capital input necessary for human resource development, an integrated approach by the state, socio-oriented persons and organizations in Adult Education would ensure quicker growth of the nation. (Nirmal Melhotra)

_____. National Council of Educational Research and Training. Vocationalization of Education Unit and Socially Useful Productive Work Unit. ***A directory of projects on work experience in general education,*** compiled by Arun K. Mishra and others. New Delhi, 1984. 122 p. R (Directories) 373.54 IND

The directory covers research and training institutions and selected secondary and higher secondary schools throughout the country. Information on the projects include the title location, objectives, scope, background and research phase, implementation strategy, inputs, innovations, problems, evaluations of process/products and contact persons.

Jha, Hetukar. ***Colonial context of higher education in India: Patna University from 1917 to 1951: a sociological appraisal.*** New Delhi, Usha, 1985. 152 p.

This book deals with the tradition of university education in Bihar. The focus is on Patna University from its inception in 1917 to 1951 when it was bifurcated. An attempt has been made to examine the British policy of education of 1835 in terms of its implications such as subordination of education to political power and the emergence of sectarian tendencies of the society which served colonial interests as well. The study also shows how closely this centre of higher learning, which has remained a pace-setter of higher education in the

state, conformed to the colonial ethos and its norms of education as laid down in 1835. (Nirmal Melhotra)

Joshi, D.C., S.D. Joshi, S.M. Joshi and S.D. Patankar. ***Study of the classroom climate and methods of teaching adopted by Indian Universities.*** Baroda, M.S. Faculty of Education and Psychology, University of Baroda, 1984. 55 p.

The study investigates the psychological climate prevailing in the classrooms and its relationship with the teaching methods adopted by the teachers in 15 colleges and three faculties representing the 11 universities in eight different states. The study assumed that the educative process needs a conducive climate in order to be effective and the conducive climate depends upon: democracy in the classroom, initiative of the students, group cohesiveness, acceptance of positive authority of the teacher, mutual trust among the students and teachers, teachers mastery of their subject and image, teacher's concern for students, motivation, students sense of achievement and communication. (Nirmal Melhotra)

Maharashtra, Government of. School Education Reform Committee, 1983. ***Recommendations.*** Bombay, Education and Employment Department, 1984. 64 p.

The Government of Maharashtra constituted a State Advisory Committee on Reforms in School Education in order to strengthen the educational policy covering pre-primary stage to higher secondary stage. The Committee chaired by Mr. Parvatibai Malgonda were given charge of studying the educational situation of the State in order to suggest:

1. measures for achieving complete universalization of primary education under the 20-point programme by 1990;
2. remedies on problems of wastage and stagnation in primary education;
3. ways and means for improvement of the quality of school education;
4. reforms for the removal of drawbacks in the examination system;
5. policy guidelines of the development in education till the end of this century in the light of the educational policy of the Government as elaborated in the White Paper published in 1968;
6. measures to accelerate girl's education; and
7. measures to accelerate education of children from weaker sections. (Nirmal Melhotra)

Mathew, A. ***Ministry of Education of the Government of India: an organizational history.*** New Delhi, National Institute of Educational Planning and Administration, 1984. 261 p.

This study on the organizational history of the Union Education Ministry aims at analytically interpreting its growth in the light of the functions it discharged in response to the central subjects and the initiatives it took in the subjects falling under the state and concurrent jurisdictions. In the light of the constitutional provisions relating to the Ministry's educational obligations which may be taken as the given environment in some major areas under the Union, State and concurrent spheres, it aims to bring into focus, in a comprehensive fashion, the patterns of its growth as an organization during three decades of the post independent period. (Nirmal Melhotra)

Matthai, Ravi J. ***Rural university: The "Jawaja Experiment" in educational innovation.*** Bombay, Popular Prakashan, 1985. 360 p.

The rural university is not an organization in the structured sense. It is concerned with people; the disadvantaged, in particular. It is based and founded on the assumption that the development of rural India will occur through the development of people. The idea was conceived by the author. To translate the idea into reality he, along with a small group of persons interested in experimenting with the integration of rural development and education, initiated the "Jawaja Experiment" in Rajasthan in August 1975.

The experiences and learning that occurred from this "experiment" portray realities of the multifaceted tasks of rural development more searchingly than portrayed in the past. The experiment analyses the actual processes as they developed in the attempts to use learning as the basis of development. The mistakes the experimenters and the villagers made, the lessons they jointly learned, the stages through which the "experiment" progressed and many other aspects relevant to gaining better understanding of the process and prospects of rural development through education are vividly documented by the author. (Nirmal Melhotra)

Modi, Buddhish M. ***Income patterns and education.*** Ahmedabad, Sonal, 1984. 156 p.

Elaborate attempts have been made to measure the returns to investment in education of various sorts through quantifying the resources spent and the increased earning powers of the beneficiaries. The author compares the earnings of 1,000 pairs of blood brothers with differences in educational achievement and educational background. He has also taken samples of 500 farmers with different degrees of education and has brought out convincingly the impact of education on farming practices, use of fertilizers, scientific instruments, number of crops grown, more loans for productive purposes and on more advantageous terms. The data supplied by him extend to educated and uneducated farmers with similar size of holdings. (Nirmal Melhotra)

National Institute of Educational Planning and Administration. ***Education management in Dadra and Nagar Haveli: report on reorganization,*** by M. M. Kapoor and V.A. Kalpande. New Delhi, 1984. xv, 58 p. (***Studies in development administration*** – IV).

This report analyses strengths and weaknesses of educational management in Dadra and Nagar Haveli, which is one of the smallest Union Territories in India, both in terms of size and population and which is predominantly tribal. The report also suggests priority programmes and future tasks to be undertaken by the Administration of Dadra and Nagar Haveli to achieve targets of universalization of elementary education by 1990. A junctional administrative set-up for effective implementation of these programmes has also been suggested. Introduction of a system of school complexes has been given prime importance in the proposed administrative set up. (Nirmal Melhotra)

Ray, Krishnalal. ***Education in medieval India.*** Delhi, B.R. Publishing, 1984. 155 p.

The present work surveys the education system in medieval India during the period of Muslim rule. Both the Hindu and Islamic systems have been drawn in. Divided into nine chapters this study discusses how the Hindu educational system stressed the need to devote oneself to purely homilectic and theological pursuits. Despite its political superiority, the Islamic spirit failed to impress the stoic Hindu. The two cultures co-existed drawing lines with deliberate neglect of one another. (Nirmal Melhotra)

Seetharamu, A.S. and M.D. Ushadevi. ***Education in rural areas.*** New Delhi, Ashish, 1985. 220 p.

The study on school drop-outs in rural areas is a macro study covering 80 schools and 62 villages drawn from ten talukas of five different regions of a state with contrasting rates of participation of children in schooling. In all, 1,878 households and 80 schools have been covered. The purpose has been to diagnose the problems of school participation in the context of age, sex, regional, ecological backgrounds, family and school variables. (Nirmal Melhotra)

Shah, Ghanshyam and others. ***Tribal education in Gujarat.*** New Delhi, Ajanta, 1985. 143 p.

Educational problems of the deprived communities in Gujarat are discussed in this study. Topics discussed are: education of scheduled tribes in Gujarat; century of tribal education in Gujarat; education of tribal women; social stratification and educational inequality and social class awareness and educational attainment of tribals. (Nirmal Melhotra)

Tilak, Jandhyala B.G. ***Block level planning in education.*** New Delhi, Indian Institute of Public Administration, 1984. 15 p.

This paper is concerned with educational planning at block level. It describes the need for a strategy of block level planning in education in India.

Section 2 is concerned with a search for a viable unit for micro level planning. Section 3 describes the nature and process of block level planning in India, preceded by a brief description of the origin of concept of block level planning in India. Educational planning at the block level forms the content of Section 4. (Nirmal Melhotra)

Tilak, Jandhyala, B.G. and Gopesh K. Bhatt. ***Costs of supply of education at micro level: a case study of two educational clusters in the district Gurgaon, Haryana.*** New Delhi, National Institute of Educational Planning and Administration, 1984. 346 p.

The study is concerned with two important aspects of costs of education in India, viz.; (1) estimation; (2) better utilization of resources for educational development. Starting from a general analysis of costs of education in India, the authors focused their attention on the State of Haryana. They analysed educational disparities between 12 districts in the state and picked up the Sohna and Punhana Block of the Gurgaon district. The result of the case study suggests that some of the findings that we make at the macro level are true at the micro level as well. The findings also suggest that costs of primary level education compared to middle and secondary schools are not relatively greater. The pupil/teacher ratio is the most dominant factor in influencing the unit cost of education. (Nirmal Melhotra)

INDONESIA

Indonesia. Ministry of Education and Culture. Office of Educational and Cultural Research and Development. ***Qualitative improvement through professional support for teachers in primary schools; an action project 1979-1984.*** Jakarta, 1983. 33 p.

This project was conceived during a Seminar on Supervision and the Quality of Education, held in April 1979. At this Seminar it was decided to consider setting up working models to examine how qualitative improvement at field level could be achieved. The general objectives of this project are: to construct working models in contrasting educational contexts in Indonesia in order to explore means of improving the quality of instruction through improving the quality of support to teachers at local level; to monitor progress and modify the models during the course of the project as a result of periodic evaluation; and to produce a national plan for modification and improvement of support systems to teachers which can substantially improve the quality of primary education within the financial, administrative and human resources likely to be available. The plan outlines activities of the project at the national, provincial and local levels, and provides guidelines for evaluation of the project.

Iskandar, Anwas; Daniel Moulton and Umberto Sihombing. ***Planning large scale income generating learning group activities by a non-formal education agency.*** [Jakarta, Directorate of Community Education (PENMAS), 1983?] 40 p.

The purpose of this paper is to provide planners of large scale non-formal education programmes with a set of guidelines for planning and implementing a Small Business Learning Group Program (SBLGP). The SBLGP is essentially a type of income-generating programme in which learning funds are provided to groups of learners in order to enable them to develop small businesses in which they can acquire and sharpen vocational and business administration skills. This set of guidelines emerged from experiences in Indonesia where the Directorate of Community Education (Penmas) has been experimenting with such a programme for the past four years as part of its World Bank assisted Non-formal Education Project (IBRD VI). Part I of the paper provides an overview of the programme and describes the organization of Penmas and the Non-formal Education Project in which the SBLGP developed. Part II contains a set of guidelines of programme planning.

ISLAMIC REPUBLIC OF IRAN

Iran, Islamic Republic of. Ministry of Education. Bureau of Research on International Educational Systems. ***Educational system of the Islamic Republic of Iran.*** Teheran, Instructional Aids and Library Bureau, Ministry of Education, 1984. 29, 8 p. c.f.

The first part of the paper describes the structure of education, the condition for entering universities, teacher training, exceptional children and grading and examinations. The second part deals with some of the educational innovations and reforms, changes in textbooks and curriculum, preparation of educational publications and instructional aids, art activities and art textbooks, combating illiteracy. The syllabuses of different levels of education and a chart of educational system are given at the end of the paper.

JAPAN

1984 OECD/CERI Japan Seminar on Higher Education, 23-28 January 1983, Hiroshima and Tokyo. ***The changing functions of higher education – implications for innovation.*** Hiroshima; Research Institute of Higher Education (RIHE), Hiroshima University, 1984. 219 p. 378.52 OEC

With the rapid large scale expansion of higher education in Japan, the Research Institute of Higher Education, Hiroshima University in one of its major projects (and in this Seminar) concerned itself with problems related to the quality of university education, low student motivation, unsystematic curricula and faculty indifference to teaching. The detailed findings of the RIHE research presented at the Seminar pointed to the need for a re-examination of the educational functions of the university as it applies to the Japanese situation. Papers

on higher education in OECD countries helped further to sensitize opinion to the role of teaching and research in the university and the kinds of reforms and innovations needed to meet the needs of present day changes and society.

MALAYSIA

Malaysia. Ministry of Education. External Affairs Division. ***Malaysian country paper; development of education 1981-1983,*** prepared for the 39th Session of the International Conference on Education, Geneva, 16-25 October 1984. [Kuala Lumpur] 1984. 39 p. mimeo. 379.595 MAL

This country paper describes Malaysia's centralized system of administration with a pyramidal structure of administrative units ranging from federal, state and district, to school levels. At the federal level the Ministry of Education is responsible for the implementation of the educational policy and the administration of the entire education system. It also formulates policy guidelines with regard to specific educational issues. At the State level the Director of the State Education Department implements the Government's education policy in the state and supervises the proper management of schools. In some of the larger states, some of the duties are delegated to the District Education Officers. At the school level, the headmaster or principal is the administrative as well as the professional head. The costs for providing education are borne almost solely by the Federal Government. The paper elaborates further the organization and structure of the education system, curriculum, teacher training, new policy orientations, developments in education, educational research and international co-operation.

NEPAL

Tribhuvan University. Research Centre for Educational Innovation and Development (CERID). ***Development of post-literacy learning materials, report of a research study.*** Kathmandu, 1984. 41, 32 p.

This study is an effort to meet the need for developing post-literacy materials for participants of adult education programmes in Nepal. In the 1950s, several ministries launched non-formal education programmes, in which literacy was one component. The results of all these efforts were limited in extent and the course content proved not to be relevant to the actual needs of the rural adults. To make the programme really effective, post-literacy classes needed to be conducted (to include useful skill-oriented and information-based components). The programme was entrusted to CERID as an experimental pilot project.

CERID developed two types of programmes: one with a uni-message (containing components of literacy in one of the functional subject areas such as agriculture, health, social reform and ***panchayat***) and the other with a multi-message programme which had all the components of agriculture, health, social

reform and panchayat in addition to the literacy aspect. On evaluation, the multi-message approach was found to be more effective in its impact on community development. In 1978 the Ministry of Education adopted the multi-message system as a functional approach to adult education programmes.

Tribhuvan University. Research Centre for Educational Innovation and Development (CERID). ***Moral education in school curriculum; report of a status survey.*** Kathmandu, 1984. 81 p. and annexes.

Based on an analysis of the content of textbooks and curricula of moral education, the nature, objectives and the scope of the subject are assessed. Instructional and evaluation practices are also analysed. A historical account of moral education in Nepal is reviewed along with moral education programmes in India, Pakistan, Philippines, Sri Lanka and Thailand. Based on the findings of the survey, recommendations are made for the objectives of moral education to be made sequential and clear. The contents of the subject should be arranged to meet the levels of the development of moral values, and topics dealing with the search for truth or congenial to moral character building should be included. Textbooks and other instructional materials should be simple, understandable, logical and well-illustrated to clarify concepts. Short- and long-term training programmes should be organized for teachers to include exploration of new teaching techniques such as problem solving, role playing or field trips, which may make teaching/learning of moral education more meaningful to life.

_____. _____. ***School level curriculum; a historical perspective.*** Kathmandu, National Education Committee, 1985. 51 p. (Education Day souvenir). 375.954 96

The paper presents a historical perspective of the development of school level curricula in Nepal. Important aspects of a curriculum, such as objectives, subjects offered as well as weightage given to different subject areas and major efforts directed at facilitating smooth implementation of the curricula are dealt with.

The mechanism and process of curriculum development, followed by the structure of school education, level-wise presentation of school curriculum, instructional materials, examination reform and evaluation, and extra-curricular activities are also discussed. Finally the paper reflects on school curriculum – "Towards a future of relevance and productivity".

NEW ZEALAND

New Zealand Council for Educational Research. ***New Zealand early children care and education bibliography 1979-1982*** compiled by Anne Meade and Elaine Marland. Wellington, 1984. 117 p. R (Bibliographies) 372-21 NEW

This bibliography is a sequel to the earlier ***New Zealand Early Childhood Care and Education Bibliography: 1965-1978,*** published in 1979. The items in this bibliography have been grouped under 19 headings: child abuse, child advocacy, child development, child language and reading, disabilities, early childhood education, educational facilities, educational personnel, ethnic studies, family life, infant behaviour, media research, parent education, parent participation, parents programmes, research, safety, training. The materials are concerned with early childhood care and education of children aged 0–8 years.

Sharman, Elaine. ***Music helps learning.*** Wellington, New Zealand Council for Educational Research, 1985. 76 p.

This study attempts to clarify part of the debate as to whether music can help children to learn a school subject. Are there ways to use music to benefit the learning of other skills? Which kinds of music activities help which problems? This book presents the way the study was carried out as well as the results of the different programmes to which the children in the sample were assigned. (NZCER)

The study was one in which a music programme substantially assisted young children who had encountered difficulties in learning to read. . . it analyzes why and how the programme helped. (Geraldine McDonald)

PAKISTAN

Pakistan. Literacy and Mass Education Commission. ***Literacy a new thrust,*** by A. Rahim Chaudhary. Islamabad, 1984. 48 p.

According to the 1981 census, Pakistan had about 42.7 million illiterates in the country within the age group of 10 years and above. The overall literacy level has been assessed at 26.2 per cent. The number of illiterates is expected to rise to 52.8 million in 1988 and is estimated to be 83 million by the end of the century if no serious attempts are made to arrest this alarming increase. Realizing the gravity of this problem, a strategy to tackle this gigantic problem through a multi-sectoral approach in keeping with the needs of each section of the target population was drafted and submitted to the government in April 1984. The new strategy involves all sections of the public through voluntary efforts. On the principle of "each one teach one" students; teachers; religious schools; retired and serving personnel of the armed forces; personnel from non-government organizations; welfare agencies; free industrial units; trade houses; jail administration and other government agencies are being mobilized to the literacy front. The salient features of the Literacy Action Plan, its targets and the progress achieved so far are described in this booklet.

_____. Ministry of Education. ***Institute for the Promotion of Science Education and Training.*** Islamabad, 1984. 14 p. mimeo.

As a follow-up of various Commission reports to step up the quality of science education programmes in schools, the Sixth Five-Year Plan, 1983-1988 and the Action Plan of the Ministry of Education have allocated Rs. 50 million to establish an Institute for the Promotion of Science Education and Training. The objectives of the Institute will be to: (1) improve the science curricula, instructional materials and facilities, as well as the teacher training programmes and to co-ordinate all activities in the education system (grades I – XII) in close collaboration with the provincial science education centres; (2) provide in-service training programmes for key science educators and science supervisors; (3) develop and test new assessment procedures; (4) undertake, stimulate and co-ordinate research in science education; (5) promote interest and scientific awareness in students, teachers and the general public through out-of-school activities and programmes for popularization of science for all; (6) act as a clearing house for dissemination of information and exchange of innovative ideas and strategies; and (7) provide grants-in-aid for improvement in science education and for mobilizing national resources.

Pakistan. Ministry of Education. Primary and Non-formal Education Wing. ***National school mapping survey – school mapping survey: Baluchistan.*** Islamabad, 1984. 122 p.

This is a report of the school mapping survey in Baluchistan, one of four surveys already conducted at provincial levels and a result of the momentum generated by the Sixth Five-Year Plan (1983-1988). The mapping surveys the status of educational facilities, the position in respect of teachers, villages without schools, distribution of primary school enrolments and other aspects to identify priorities for educational planning and decision-making.

_____. _____. ***Science Education Project of Pakistan.*** [Islamabad], 1984. 507 PAK

This Science Education Project is being launched with the main purpose of improving the overall quality of science education at grades VI–XII in schools in Pakistan. This includes the provision of physical facilities like laboratory space, science equipment, library books, textbooks, instructional materials and training programmes for teachers in the middle schools, secondary schools and colleges.

_____. University Grants Commission. ***Statistics on higher education in Pakistan.*** Islamabad, 1983. 247 p. 315.954 9 PAK

This report provides vital statistics of university education in Pakistan for the period 1978-1979 to 1981-1982. The data comprise ***inter alia***, enrolment in the universities, the membership of the faculties and the funds that have been provided. Wherever practicable, the data has been given province-wise, sex-wise,

discipline-wise, and faculty-wise. Details about other focal points of interest, e.g., the centres of excellence, the medical colleges and the like have been added. Features like student-teacher ratio which are significant for future planning have been reflected. The report has attempted to go beyond a mere compendium of statistics to be a forward-looking document containing projections for the future such as the projection of enrolments and of the strength of faculty members in the year 1990. (Jan Mohammad Charan)

Seminar on Library Science, Lahore, 20 March – 7 April 1983. ***Librarians' course, 1983.*** Islamabad, National Academy of Higher Educaton. University Grants Commission, 1984. 79 p.

This is a report of the Seminar jointly sponsored by the University Grants Commission and the British Council of Pakistan, which is a follow-up of the deliberations of the Standing Group on the Problems of University Libraries based on the Foskett Report.

The Sessions aimed at making the participants aware of recent advances in librarianship to enable them to return to their libraries to improve their services for the larger benefit of the library users. Based on the local needs surveyed, the Seminar concentrated on the following aspects of library work and services:

1. Preparation of user guides to catalogues and bibliographies;
2. Policy development and promotion of librarian/faculty relations in an academic library;
3. Planning and implementation of a Union catalogue of holdings (including serials) in University libraries in Pakistan;
4. The planning and implementation of inter library loan system in Pakistan.
5. Use of statistics in library planning.
6. The role and potential of professional associations in library and information work in Pakistan.

The Seminar activities were carried out through discussions and project methods with the aid of flow charts and other audio-visual aids. (Jan Mohammad Charan)

Workshop on Protocol Analysis, 10-23 January 1984, Islamabad. ***National achievement tests (protocol analysis) report.*** Islamabad, Primary and Non-formal Education Wing, Ministry of Education, 1984. 222 p.

As part of the Primary Education Project Achievement Test Cycle, a Workshop convened in 1983 developed achievement tests on a national basis for grade VI science and grade V mathematics. These achievement tests were administered in both project schools and control schools in the provinces of

Punjab, NWFP and Sind at the end of the academic year March 1983. This report is of a follow-up Workshop which was convened to link the achievement test cycle to the in-service training of learning co-ordinators and teachers, and analyse the learning difficulties of the children related to the development of concepts in science and mathematics grades IV and V – as revealed by the tests conducted in 1983.

The overall goals of the testing cycle are to relate achievement testing to questions of supervision, curriculum, learning materials and teacher's performance, and to demonstrate that such relationships can lead to an improvement of the children's learning.

PAPUA NEW GUINEA

Bacchus, M.K. ***A review and analysis of educational 'needs' at the secondary level in Papua New Guinea.*** Port Moresby, University of Papua New Guinea, 1984. v, 144 p. (ERU report no. 48)

The monograph reviews the major elements and quality of the secondary educational system in PNG in terms of provision of educational facilities and meeting the manpower requirements and development needs of the country. The seven chapters deal with a brief historical review of PNG and the development of its educational system; the effect which the development strategy is having on the demand for secondary school graduates in the country; the programme for a further expansion of higher level secondary education; the issues relating to the progress made in achieving greater equality of educational opportunity at the secondary level; some aspects of curriculum needs and concerns at the secondary level; the supply of secondary school teachers and some measures that might be taken to increase their numerical adequacy and their quality; suggested educational changes, future social development and the development strategy of Papua New Guinea.

Papua New Guinea. University. Education Research Unit. ***A comparative analysis of SSCEP outstations,*** by Graham Vulliamy. Port Moresby, University of Papua New Guinea, 1985. vi, 130 p. (ERU report no. 50)

The report provides a comparative analysis of the Secondary Schools Community Extension Project (SSCEP) outstations, based upon case studies of all those SSCEP schools which developed outstations during the project's pilot phase. After a preliminary discussion of the changing role of the outstation in SSCEP, a chapter is devoted to a description of student life on an outstation, highlighting differences from that at the main school. The findings of the research are then presented in chapters devoted to teaching and learning, outstation curricula, community involvement and logistical problems.

Some of the main benefits of outstations are of an attitudinal nature. The outstation environment can promote greater initiative, leadership skills, respon-

sibility and intrinsic motivation in students. Greater student responsiveness in classrooms and more group and discussion work characterized all the outstations. A rural outstation and a community extension project can be viewed as alternative possible approaches to the community extension aspects of SSCEP, each with its advantages and disadvantages for different types of high schools. . . The evidence suggests that an outstation curriculum based upon core subject modules is likely to be more successful than one focused upon core project teaching.

A final section of the report considers the extent to which high schools could themselves provide any benefits identified in outstations by changing aspects of their own organization and concludes by discussing the replicability of outstations in any future expansion of SSCEP. (ERU)

Papua New Guinea. University. Educational Research Unit. ***The secondary inspectorate,*** by Gerard Guthrie. Port Moresby, University of New Guinea, 1983. 74 p. (ERU report No. 45) 371.201 1PAP

While inspections can be traced far back in PNG's colonial antecedents, it is only since 1959 that they have been widely effected as a means of ensuring acceptable school and teacher standards. With the decision in the late 1960s to develop a teaching service based on promotion by ability, the inspectorial system was entrenched and it is currently the major means by which the Ministry maintains professional control in schools. C.E. Beeby, has argued that inspections are desirable and necessary in formalistic school systems, and this view is supported in this report.

The inspectorial system has a legal foundation which ensures that it is based on carefully thought out procedures involving observation of teachers in their classrooms, examination of teachers' and subject departments' records, oral and written reports on teachers by their senior officers, and interviews with the teachers. Through this approach the inspector builds a broad-based picture of each teacher and this picture is formalized in the inspection report rated by the annual Ratings Conference. (ERU)

PHILIPPINES

[Philippines] National Seminar-Workshop on Education for Peace and Respect for Human Rights, Cebu City, 5-9 November 1984. ***Report.*** [Manila] National Federation of Unesco Clubs/Associated Schools Project, 1984. 105 p.

Representatives from the 13 regions of the Ministry of Education, Culture and Sports of the Philippines and from the Cebu State College gathered together in Cebu State College, a centre for teacher education and training in Central Visayas, to prepare instructional materials and produce prototype teaching/learning units on basic human rights of people for the elementary, secondary and tertiary levels of education. This report contains seven teaching/learning units.

Philippines. University. Institute for Science and Mathematics Education Development. ***Innovations in science teaching in the University of the Philippines System.*** Quezon City, 1983. vi, 170 p. 507 PHI

Innovations in science teaching have permeated the pre-university levels of education, and to a lesser extent, teacher education, in both practice and in the local literature of science education at these levels. These innovations have in the recent past included presenting science as the scientists view it, i.e., science as a discipline and using the methods of the scientist – the method of inquiry. More recently the focus of innovations has been on the content to be taught, moving away from a purely discipline-oriented approach to one more concerned with socially relevant topics as well as with those aspects of science that contribute to productivity and an improved quality of life.

But whatever the intended changes or reforms are, the science teacher of any level of education still has to face the day-to-day problem of using teaching techniques or strategies that will make science learning more meaningful to the individual learner. It is in the area of teaching methods rather than in the content that one notes innovations in science teaching at the tertiary level in the specialized sciences.

This is an attempt to put together in one volume some innovations that some university professors have used or are using in their own courses. (The Institute)

Smolicz, J.J. and A. Gardini. ***The changing image of science.*** Quezon City, Institute for Science and Mathematics Education Development, University of the Philippines, 1984. x, 91 p. 507 PHI

The aim of this monograph is to highlight the mutual adjustments between scientific thought and cultural values, and their interaction within a particular social setting. The scientific topic selected is that of astronomy, one of the most ancient sciences which is also most "open to people from other fields. . ." The social setting is that of ancient Greece, a cradle of our scientific heritage. . . The study of science society interaction. . . should focus our attention on the university of science and the similarity of problems that occur when the study of man encounters the study of nature. (The Author)

REPUBLIC OF KOREA

Korea, Republic of. Ministry of Education. ***Statistical yearbook of education, 1984.*** Seoul, 1984. 874 p. (In Korean and English)

This edition is the 23rd in a series of publications and contains the basic statistics on schools, educational administration and finance required for policy-making and research. In the beginning of the yearbook, the Charter of National Education of the Republic of Korea is presented and in the appendices may be

found an organization chart of the Ministry of Education, a chronological history of education of the country, an industrial classification and a classification of occupations.

Lee, Jae-Chang. ***Self-concepts and values of Korean adolescents.*** Seoul, Korean Educational Development Institute Press, 1984. 153 p. 155.4 KOR

This study describes the importance of understanding the situation of adolescents who will be the masters of the nation in the future. The analysis of self-concepts and values of adolescents and their environmental surroundings enables people working with them to understand the patterns of their thoughts and behaviour, and to give them opportunities to play roles that will meet their needs as well as those of their society. The stratified cluster random sampling was used to collect data from three traditional-education cities, three newly developed industrial cities and the adjacent rural areas.

The findings showed that adolescents in formal educational settings ranked highest in the following value items: family security, a world of peace, sense of accomplishment and self-respect. Adolescents not attending school chose "a comfortable life" second after "family security". The values of city adolescents seem to be material-oriented and individual value ordered, whereas the country adolescents seem to appreciate common lives of their own communities.

The study pointed to the need to eliminate differences in culture and educational facilities of cities and to pay special attention to providing good educational and cultural environments in newly built industrial cities. The welfare of out-of-school adolescents and adolescents from broken homes also needs attention. Counselling and guidance services require systematic implementation, and extra-curricular activities should be encouraged. Recommendations are also addressed to parents.

Shin Se-ho and the others. ***Study on impact of E-M Project on Korean education.*** Seoul, Korean Educational Development Institute, c 1984. 379.519 KOR

The purpose of the Korean Elementary-Middle School Development Project was to create an opportunity for reforms in elementary and middle school education by developing a new educational system, appropriate to the educational reality of Korea and applying it to the field. This project was initiated based upon policy proposals made in the long-term comprehensive educational planning process introduced in 1970 and suggestions made by a study team of professors from the United States of America which visited Korea to help diagnose educational problems at the request of the Korean government. This project was undertaken as the result of a national-level policy decision to solve numerous problems in Korean education comprehensively, systematically and to provide a historical impetus in the development of Korean education.

Asher, Mukul G. ***Financing the development of higher education in Singapore.*** Singapore, Regional Institute of Higher Education and Development, 1984. 67 p. 378.02 ASH

The analysis in this study has shown that since the mid 1970s, especially after 1979-1980, recurrent expenditure per student has accelerated substantially for higher education institutions in Singapore. This has occurred in spite of the significant increases in enrolment in these institutions. As a result, reliance on government grants has remained predominant in the revenue structure of higher education institutions. All capital expenditure of these institutions is borne by the government. The share of student fees in total revenue almost halved between 1975-1976 and 1982-1983. . .

The main issue concerning financing of higher education is whether to make a small to moderate reduction in the per student subsidy provided by the government, thereby increasing the share of tuition fees and other receipts in financing recurrent expenditure. A sound budgetary position, the importance placed on manpower development in Singapore's growth strategy, and desire to make higher education affordable to all income groups – all these suggest that the present trends of financing higher education should continue. . . Even if the small to moderate reduction in per student subsidy occurs, higher education in Singapore will still continue to be manpower planning oriented, with the bulk of the financing coming from the government sector. (The Author)

Singapore. Ministry of Social Affairs. ***Information resources on women in Singapore: survey and bibliography,*** compiled by Marion Southerwood. Singapore, 1983. 83 p. 301.412 SOU

This compilation was undertaken as part of the ASEAN Women's Programme proposal to establish a Clearing House on Women in Development. Organizations, libraries and persons who are primary sources of information or active in data gathering on women in Singapore are identified. The entries cover titles from 1960 onwards and titles which are predominantly in English with a few in Malay. Published and unpublished works, monographs, serials, directories, bibliographies, research studies, academic papers, theses, conference proceedings, individual seminar papers, government reports, journal articles and chapters from books are included.

Singapore Teachers Union. ***Teachers perception of the state of discipline in Singapore schools.*** Singapore, 1985. 118 p. 371.5 SIN

The rise of deviant behaviour problems in schools in a number of countries around the world has been the cause of concern among educators in Singapore and the reason for undertaking this study. In a survey taken, the majority of teachers (of a sample) claim there is a growing lack of discipline in schools in Singapore. Vandalism and theft are major problems, and the source of most

behaviour problems is the home and neighbourhood with school curriculum and management being secondary factors. Most of the problems come from the academically less inclined students.

Some of the recommendations are for primary schools to provide for a more flexible and creative curriculum with assessment procedures to enable pupil-centred learning which builds independence and self-discipline. The educational policy concerning class size should be strictly observed. Greater dialogue and communication should be arranged through representative groups of teachers and students. School rules should be evaluated and revised regularly. School assemblies should be planned by teachers, students and the administration in order to increase a sense of belonging to the school and respect for one another. In-service courses should be conducted by the Institute of Education to study the various models of classroom discipline and the effects of reward and punishment. A list of problem areas is also recommended for further study.

SOCIALIST REPUBLIC OF VIET NAM

Nguyen Long-Nguyen Van Dan. "Initial experience of Bac Ly School on the improvement of the teaching/learning quality at reformed grade I and grade II", ***Pedagogical Studies*** (Ministry of Education) 16th Year, (4):143, 1984. (In Vietnamese)

Over the past two years, educational innovation programmes were carried out in Bac Ly School. The report examines the educational quality of the programmes through the presentation of statistical information. Some of the measures undertaken by Bac Ly School are: Improvement of sharing of knowledge to teachers, pupils, parents, and local cadres. . .; Formulating regulations for pupils; and Co-ordinating harmoniously teaching and learning activities. (Tran Thanh Thao)

Nguyen Van Gian. "On education in Cam Binh village". ***Pedagogical Studies*** (Ministry of Education) 16th Year (2):141, 1984. (In Vietnamese)

The article points out results of educational activities in Cam Binh village in Nghe-Tinh province which received the international "N.K. Krupskaia" prize for anti-illiteracy work. Although Cam Binh faced many difficulties, it achieved the following: step by step realization of universalization of education and the raising of the educational level of the people; training of generations of soldiers, labour workers and cadres for the revolutionary cause of the country; and development of schools in Cam Binh to become centres of culture, science and technology and to influence Can Binh society.

The reason for Cam Binh's achievement in education are: the local authorities understand clearly the aspiration of workers in education, and educational management cadres and teachers in the commune work hard and creatively. (Tran Thanh Thao)

Pham Van Hoan. "On the curricula of primary school with reduction of instructional time", ***Pedagogical Studies*** (Ministry of Education) 16th Year(12):151, 1984. (In Vietnamese)

The author points out the importance of universalization of primary education in Viet Nam. Many children between the ages of 12-15 years are still illiterate or have dropped out of school so that a programme had to be set up for them with the curricula of a primary school, but with reduction of instructional time. The author also describes the requirements, content and teaching plans of the primary school programme. (Tran Thanh Thao)

Vu Trong Ry. "On school material and technical development at Bac Ly School", ***Pedagogical Studies*** (Ministry of Education) 16th Year (7):146, 1984. (In Vietnamese)

Over the past 30 years, the basic general school, Bac Ly, developed a system of preparing school materials and educational technology which are useful for educational activities and the improvement of the quality of training. The article describes the programme and includes summaries of leaders opinions. (Tran Thanh Thao)

SRI LANKA

Mendis, George. ***Worker-education-role of universities.*** Colombo, Institute of Workers' Education, University of Colombo, 1984. 9 p. 374.954 93 MEN

Starting in 1980, the Institute of Workers' Education (IWE) was further developed into a more stable and permanent Institute under the umbrella of the University of Colombo and set up under a special ordinance in terms of the new University Act No. 16 of 1978. An Academic Syndicate directs the work of the Institute both on the academic and administrative fronts. Several academic courses (both long and short term) are initiated by the Institute. These activities can be categorized for convenience under the Education Section, the Service Line, the Special Training Section, and the Research and Planning Section.

THAILAND

Noppavan Chongvatana and Jutha Manaspaibul. ***The survey of the cost of children in rural-urban northeastern Thailand.*** Bangkok, Institute of Population Studies, Chulalongkorn University, 1985. 203 p. 309.26 NOP

Information was gathered on the direct monetary cost of children from under one year to the age of 12 years, and on the socio-economic and demographic characteristics of the children's households. The detailed analysis of the findings revealed differences in financial maintenance of children in urban and rural areas as well as the contribution of children to household chores, household careers and any kind of work done to earn money. The findings of the

study which are in great demand for policy making have been submitted to the National Economic and Social Development Board.

Thailand. Ministry of Education. Non-Formal Education Department (NFE). ***What you may want to know about the Non-Formal Education Department.*** Bangkok, [198?] 42 p. 374.1 THA

The Department of Non-Formal Education is organized into seven Divisions with five Regional Centres and Provincial Centres spread all over the country. There are institutions carrying out duties of the Non-Formal Education Department at the village, district and provincial levels under the supervision of regional and provincial centres. Currently, non-formal education activities have gained the interest of the public as well as of other governmental and private developmental agencies. The government itself has come to realize that the Non-Formal Education Department is of much help in providing wider ranges of educational opportunities for the people, especially those in rural areas. In addition to a description of the Department's organization and function, this booklet enumerates problems encountered in NFE's work, identifies causes of the problems and presents suggestions for overcoming them.

_____. _____. The National Primary Education Commission. ***Summary report on the monitoring and evaluation of the pilot project to promote work-oriented skills for grades V-VI primary school children with assistance from UNICEF 1982-1983 fiscal year.*** Bangkok, 1985. 68 p. mimeo.

Being conscious of the importance of teaching/learning materials and equipment to improve the quality of the primary education curriculum, while at the same time being confronted with the problem of not having enough materials for use in schools, the National Primary Education Commission set up a pilot project to experiment with the rotation of teaching/learning materials in existing cluster schools for use with children in grades V and VI, and in particular in work-oriented activities. This report describes the circulation and utilization of materials and equipment, what was achieved, activities and ideas which did not reach the target but with problems that could be solved and those that could not be solved.

_____. _____. Non-Formal Education Department. Centre of Educational Technology. ***Educational media.*** Bangkok, 1984. 203 p. (In Thai)
371.33 THA
R (Bibliography)

This catalogue contains titles of films, film-loops, filmstrips, tapes and slides available in the Centre of Educational Technology for enriching teaching and learning both in the classroom and in non-formal education programmes.

Thailand. The National Primary Education Commission. ***Aspects of primary education in Thailand; an introduction.*** Bangkok, 1984. 37 p.

Primary education in Thailand has acquired a particularly enhanced significance in the present national developmental phase, the Fifth National Economic and Social Development Plan (1982-1986). The policy of the Government places the greatest emphasis on rural development to help eliminate rural poverty which is deemed to be a major stumbling block in overall national development. Primary education, being the sector of education most closely related to the poorer sector of the population, therefore, ranks high in priority in the current national education developmental effort.

The endeavours to improve primary education management for the benefit of a vast majority of the Thai population have spanned a period of one hundred years. Through the process of trial and error, a series of revisions and readjustments has been made in the components of primary education management, focusing on the administrative structure of primary education, the educational content and the teaching/learning process. This publication familiarizes the reader with recent major developments; in particular, the reform in the administrative structure of primary education in 1980 and that in the primary education curriculum in 1978 which are outlined in Parts II and III of the publication respectively. As a background to these developments, a brief history of primary education is provided in Part I. To keep the reader abreast of the current problems and activities in primary education management, problems in primary education management and some on-going projects and activities are highlighted in Part IV and some statistical data are also provided in Part V. (Saiyut Champatong)

Training Course on Production of Textbooks and Children's Books in Thailand, Bangkok, 22 January – 2 February 1985. ***Report.*** Tokyo, The Asian Cultural Center for Unesco, 1985. 80 p. 655.5 ACC

This Training Course was conducted under the auspices of the Department of Curriculum and Instruction Development, Ministry of Education, Thailand, and the Asian Cultural Centre for Unesco, Tokyo, Japan. The main objectives were to increase knowledge and skills in the production of school textbooks and children's books through lectures, practical exercises, field visits and discussions, with the view to improving the quality of children's books. The training course covered ten topics, beginning with general information on the present situation of textbooks and children's books, development and problems of the production of school textbooks and children's books in Thailand, followed by an overview of techniques and economics of publishing. Technical subjects included editorial techniques, layout and design, copy preparation, production processes, printing, proofreading and binding. (Jatuporn Kwanmuang)

UNION OF SOVIET SOCIALIST REPUBLICS

Kraevsky, V.V. and I.Y. Lerner. ***The theory of curriculum content in the USSR,*** prepared for the International Bureau of Education, Paris, Unesco, 1984. 113 p. 375.1 KRA

For a number of years the research institutes of the Academy of Pedagogical Sciences of the USSR, in collaboration with school teachers, have been working towards the establishment of a theory of curriculum content. This book is a first-hand account of the results achieved and the problems encountered.

The curriculum developers are primarily concerned with three groups of problems: ***problems of methodology:*** curriculum content of educational sciences is examined with due regard to the usual form it takes in educational situations. The ***fundamental problems concerning a theory of curriculum content*** are problems associated with determining the composition of this content (its elements). The ***development of definite norms and recommendations upon which to base curriculum content*** cover a wide range of notions differing in degree of application, from the general principles to the particular demands placed upon curriculum and textbook development. This book is the third monograph in the series on educational sciences, prepared for Unesco International Bureau of Education.

Unesco. International Institute for Educational Planning (IIEP). ***Higher education and employment in the USSR and the Federal Republic of Germany,*** ed. by R. Avakov and others. Paris, 1984. 337 p. 378 UNE

This volume reflects the increasing concern in educational planning to relate the world of education more closely with the world of work, based on a critical analysis of the phenomenon in two countries, the USSR and Federal Republic of Germany, that have different socio-economic contexts. How can the educational output be related with the absorptive capacity of the economy? What kind of problems does the planner face in this matching process? How can the problems of utilization of higher education graduates be tackled? To what extent do the different socio-economic contexts make the methods of adjustment different? What are the common elements in the process? These are some of the questions that are discussed in this volume by an international group of research workers. (IIEP).

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P.O. Box 826
WODEN, A.C.T. 2606

Commonwealth Schools Commission
P.O. Box 34
WODEN, A.C.T. 2606

The Education Department of Western Australia
Parliament House
PERTH, WA 6000

Victoria Department of Education
Publications and Information Branch
MELBOURNE

Bangladesh

The Foundation for Research on Educational Planning & Development (FREPD)
Institute of Education & Research Building
University of Dhaka
Nilkhet Road
DHAKA-2

The University Press Ltd.
42-A, Kazi Abdur Rouf Road
DHAKA

Burma

UNICEF
P.O. Box 1435
(No. 132, University Avenue)
RANGOON

China

Beijing Normal University
Xin Jie Kou Wai Street
BEIJING

China (cont'd)

Education Sciences Press
55 Shatan-houje
BEIJING

Ministry of Education of the People's Republic of China
BEIJING

Democratic People's Republic of Korea

Foreign Languages Publishing House
PYONGYANG

Fiji

Ministry of Education
SUVA

Science Journal Publications
c/o Desai Bookshops
P.O. Box 160
SUVA

India

Ajanta
NEW DELHI

B.R. Publishing
DELHI

Education and Employment Department
BOMBAY, Maharashtra

Indian Institute of Public Administration
Indraprastha Estate
Ring Road E
NEW DELHI 110002

Ministry of Education
Block No. 10, Jamnagar House
Shahjahan Road
NEW DELHI 110011

National Council of Educational Research and Training
Sri Aurobindo Marg
NEW DELHI 110016

National Institute of Educational Planning and Administration (NIEPA)
17-B, Sri Aurobindo Marg
NEW DELHI 110016

India (cont'd)

Popular Prakashan
BOMBAY

Usha
NEW DELHI

Indonesia

Directorate of Community Education (PENMAS)
Ministry of Education and Culture
JAKARTA

Japan

The Asian Cultural Center for Unesco
No. 6, Fukuromachi, Shinjuku
162 TOKYO

Research Institute for Higher Education
Hiroshima University
Naka-ku, Higashisenda-machi
HIROSHIMA CITY

Sorifa (The Prime Minister's Office)
TOKYO

Nepal

Research Centre for Educational Innovation and Development
Tribhuvan University
Panipokhari, Box 2161
KATHMANDU

UNICEF Office
P.O. Box 1187
KATHMANDU

New Zealand

New Zealand Council for Educational Research
P.O. Box 3237, WELLINGTON

Pakistan

Literacy and Mass Education Commission
Street No. 17, House No. 16
F. 7/2, ISLAMABAD

Ministry of Education
ISLAMABAD

University Grants Commission
Sector H-9
ISLAMABAD

Papua New Guinea

Educational Research Unit
University of Papua New Guinea
Box 320
UNIVERSITY P.O.

Philippines

Institute for Science and Mathematics Education Development
Vidal A. Tan Hall
University of the Philippines
Diliman, QUEZON CITY

National Federation of Unesco Clubs Associated Schools Project
c/o Unesco National Commission of the Philippines
Ministry of Foreign Affairs
Padre Faura, MANILA

Unesco National Commission of the Philippines
Ministry of Foreign Affairs
Padre Faura, MANILA

Republic of Korea

Korea Educational Development Institute (KEDI)
20-1 Woomyeon-Dong, Gangnam-Gu
C.P.O. Box 7019
SEOUL

Ministry of Education
SEOUL

Singapore

Ministry of Community Development (formerly Ministry of Social Affairs)
SINGAPORE

Regional Institute of Higher Education and Development
Room 803, 8th Floor
RELC Building
30 Orange Groves Road
SINGAPORE 1025

Singapore Teachers Union
Teachers' Centre
Tagore Avenue
SINGAPORE 2678

Socialist Republic of Viet Nam

Ministry of Education
21, Le Thanh Tong
HANOI

Sri Lanka

National Apprenticeship Board
Ministry of Youth Affairs and Employment
05, Calli Road
COLOMBO 06

University of Colombo
94 Kumaratunga Munidasa
Mawatha, COLOMBO 3

Thailand

Centre of Educational Technology
Non-Formal Education Department
Ministry of Education
Sri Ayudhaya Road
Phayathai, BANGKOK 10400

Dr. Chetana Nagavajara
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Department of German
Faculty of Arts
Silpakorn University
NAKORN PRATOM 73000

Graphic Co., Ltd.,
50/5 Suriwongse Road
BANGKOK 10500

Thailand (cont'd)

Institute of Population Studies
Chulalongkorn University
BANGKOK

Ministry of Education
Rajdamnern Avenue
BANGKOK 10300

Unesco Regional Office for Education in Asia and the Pacific
G.P.O. Box 1425
BANGKOK 10500

United Nations Economic and Social Commission for Asia and the Pacific (ESCAP)
Rajdamnern Avenue
BANGKOK 10200

Outside Asia and the Pacific

France

International Institute for Educational Planning
7-9 rue Eugene Delacroix
75116 PARIS

Unesco
7, place de Fontenoy
75700 PARIS

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC

Recent Publications

(Supplement to List of Publications, 1985-1986)

REGIONAL EDUCATION PROGRAMMES IN ASIA AND THE PACIFIC (REPAP)

Bulletin of the Unesco Regional Office for Education in Asia and the Pacific

No. 26 (October 1985): ***Distance education*** US$ 8.00
(in preparation)

Education in Asia and the Pacific: reviews, reports and notes

No. 23 (September 1986): ***Education in Asia and the Pacific; reviews, reports and notes*** US$ 5.00

Bibliographical Documents

Accessions List, No. 65 (January-June 1985)

Periodicals of Asia and the Pacific; a selected list of titles received and their contents, No. 65 (January-June 1985)

Pre-service and in-service training for technical and vocational education teachers in Asia and the Pacific. Bangkok, 1985. 30 p. US$ 2.00
(in preparation)

Higher Education

Never too far – a newsletter for distance education, Vol. 4, February 1985.

Literacy

Literacy situation in Asia and the Pacific: country studies

Afghanistan
Bangladesh
Burma
China (People's Republic of)
Maldives
Nepal
Pakistan
Philippines

India
Indonesia
Lao People's Democratic Republic
Socialist Republic of Viet Nam
Thailand
(US$ 25.00 per set)

Panel of Literacy Experts, Bangkok, 21 November – 2 December 1983.
Towards a regional strategy for eradicating literacy; report. Bangkok, Unesco, 1984. 59 p. US$ 2.00

Technical and Vocational Education

Technical and vocational education: country studies

Australia
Bangladesh
India
Indonesia
New Zealand
Philippines
Republic of Korea
Sri Lanka
Turkey
Western Samoa
(US$ 25.00 per set)

EDUCATIONAL PLANNING AND MANAGEMENT SERVICE (EPMS)

Educational Planning and Management

Diagnostic studies on educational management: country studies

Bangladesh
China
India
Malaysia
Nepal
Pakistan
Papua New Guinea
Philippines
Republic of Korea
Sri Lanka
Thailand
(US$ 25.00 per set)

Directory of national institutions of educational planning and administration in Asia and the Pacific. Bangkok, Unesco, 1985. ii, 72 p. (US$ 3.00)

Mellor, Warren L., ed. ***An inventory of documents on educational planning and management in Asia and the Pacific.*** Bangkok. (US$ 5.00)

Statistical digest for Asia and the Pacific 1984: education, sciences, culture, communications. Bangkok, Unesco, 1985. 89 p. (US$ 5.00)

ASIA AND THE PACIFIC PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT (APEID)

General

ACEID Newsletter; No. 29, 1985 (in the press)

List of APEID publications, January 1983 – August 1984 (latest)

List of Associated Centres of APEID (as of October 1984)

APEID in brief, October 1984

Educational Personnel Training

Regional Workshop on In-service Training of Educational Personnel, Hobart, Australia, 11-20 September 1984. ***Professional development of educational personnel; report of a workshop.*** Bangkok, Unesco, 1985. 42 p. (US$ 2.00)

Instructional Materials – Primary Schools

Sub-regional Workshop on the Development of Systems and Structures for Producing Textbooks and Other Related Teaching/Learning Materials, Bangkok, 17-27 September 1984. ***Textbooks and related teaching/learning materials for primary classes; final report.*** Bangkok, Unesco, 1985. 72 p. (US$ 3.00)

Primary Education – Asia/Pacific

Regional Meeting on Universalization of Primary Education, Bangkok, Thailand, 15-23 November 1983. ***Towards universalization of primary education: review of national plans and innovative efforts; report.*** Bangkok, Unesco, 1984. 74 p. (US$ 2.00)

Towards universalization of primary education in Asia and the Pacific; country studies

Bangladesh	Papua New Guinea
China, People's Rep. of	Philippines
India	Republic of Korea
Indonesia	Socialist Republic of Viet Nam
Nepal	Sri Lanka
Pakistan	Thailand

(US$ 25.00 per set)

Rural Development

The role of education in integrated rural development: a bibliography. Bangkok, Unesco, 1984. 126 p. (US$ 2.00)

Secondary Education

Planning and Review Meeting on Work as an Integral Part of General Education, Hanoi, 18-25 October 1984. ***Work and general education.*** Bangkok, Unesco, 1985. 52 p. (US$ 2.00)

Task Force Meeting on Co-operative Development of New Models of Secondary Education, Jakarta, Indonesia, 26-31 July 1984. ***In search of new models of secondary education; report.*** Bangkok, Unesco, 1985. 74 p. (US$ 3.00)

Women's Education

Sub-regional Workshop for the Training of Educational Personnel Focused on Girls and Women, Kathmandu, 19-27 September 1984. ***Report.*** Bangkok, Unesco, 1985. 45 p. (US$ 3.00)

EDUCATIONAL FACILITIES DEVELOPMENT SERVICE (EFDS)

Educational Building Digest

No. 18 ***Anthropometric data and its use for educational building and furniture design***

Reprint Series

No. E.6 ***A method of reducing classroom requirements in primary schools in Asia***

POPULATION EDUCATION PROGRAMME SERVICE (PES)

Population education in Asia and the Pacific; newsletter

No. 22, 1985

Population education accessions list

January – June 1985 (in preparation)

Curriculum development in population education. (Abstract bibliography, series 6)

Directory of UNFPA-funded and Unesco-assisted population education projects in Asia and the Pacific; and the supplement.
(Supplement in preparation)

Evaluative research in population education; report of a National Training Workshop, Manila, 20-31 May 1985. (in the press)

Learning experiences in population education. 3 vols. (in the press)

Prototype units in population education for secondary schools and out-of-school in the Pacific. 9 units. (in preparation)

Unit 1 ***Demography: The scientific study of population: Teacher's guide and student workbook***

Unit 2 ***Human growth and development: Teacher's guide and student booklet*** (Fiji materials)

Unit 3 ***Migration and urbanization in the Pacific: Teacher's guide***

Unit 4 ***Land tenure, social structure, and population: Teacher's guide and student booklet***

Unit 5 ***Population and environment Teacher's notes with student booklet***

Unit 6 ***Population and development: Teacher's notes and student activities***

Unit 7 ***Population, health and nutrition: Teacher's guide***

Unit 8 ***Population and the quality of life: Teacher's guide and student booklet***

Unit 9 ***Prototype instructional materials for out-of-school groups***

Teaching methodologies in population education, Two parts (in the press)

OFFICE OF THE REGIONAL ADVISOR FOR CULTURE IN ASIA AND THE PACIFIC

Newsletter (Advisory Committee for the Study of Southeast Asian Cultures)

Vol. 5, No. 2, December 1984

Vol. 6, No. 1, June 1985 (in preparation)

Sukhothai Newsletter, 1984 (Sukhothai International Campaign) (in preparation)

Regional Training Workshop in Cultural Affairs Administration in Asia and the Pacific, New Delhi, 26-30 November 1984. ***Final report.*** (in preparation)

OFFICE OF THE REGIONAL UNIT FOR SOCIAL AND HUMAN SCIENCES IN ASIA AND THE PACIFIC (RUSHSAP)

Swidden cultivation in Asia: Vol. 3. Empirical studies in selected swidden communities: India, Indonesia, Malaysia, Philippines, Thailand. Bangkok, Unesco, 1985. 374 p. (US$ 10.00)

Unesco Regional Consultation Meeting, Seoul, 10-13 October 1984. ***Teaching and research in international law in Asia and the Pacific; report.*** Bangkok, Unesco, 1985. 264 p. (US$ 3.50)